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# A SYSTEMATIC REVIEW OF FACULTY ONBOARDING PROGRAMS:

## Supporting the organizational socialization of newly hired faculty

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# ABSTRACT

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The study emanates from a concern for the vulnerability of newly hired faculty and the well documented problematic transitional support that they receive. Specifically, the research problem that the study addresses is the lack of insight into the actual programs that higher education institutions have in place to socialize new hires. The study thus explores the nature of faculty onboarding programs and the outcomes they produce for individuals and institutions. The primary aim of this project is to clarify what is documented about actual faculty onboarding programs, the purpose of which is to guide both future research on and the practical implementation of such programs. This is achieved through the application of systematic review methodology, which entails using systematic and explicit methods to identify, select, and critically appraise relevant research. As such, rather than undertaking new primary research, the study takes existing research data as its object of inquiry.

Analysis of this research suggest that faculty onboarding tends to entail continuous guidance through workshops and mentorship, with a secondary emphasis on orientation practices. Further, most practices have an institutional locus of control, though individualization does occur in the mentorship relationship. Crucially, the research does not demonstrate the broader benefits of onboarding programs for institutions. Thus, the study of faculty onboarding programs has not yet progressed past basic descriptive accounts. In response, the thesis suggests that faculty onboarding be framed not only as a practical problem, but as an area of empirical inquiry in its own right. Thus, it should ask targeted, empirically verifiable research questions based on consistent theoretical constructs. This would begin the process of constructing an evidence-base for the practice of socializing newly hired faculty and allow researchers to draw causal links between specific practices and tactics and more distal outcomes such as retention and job performance.

Keywords:
Systematic review; new faculty; onboarding programs; organizational socialization

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# 1. Introduction

The present systematic review concerns itself with organizational efforts aimed at 'onboarding' newly hired academics. Broadly defined, onboarding refers to specific actions undertaken by an organization to facilitate new hires' integration and adjustment (Klein & Polin, 2012). The focus is on onboarding *programs*, which consist in an array of practices enacted over the first few days, months, and/or years of initial hire. These practices entail initiatives such as orientations, mentoring arrangements, training sessions, the provision of information such as physical handbooks and/or online resources, and social events (Armstrong, 2009; Klein & Polin, 2012; Klein et al., 2015). Such practices may be enacted using a variety of socialization *tactics*. For example, being introduced to new colleagues is an onboarding practice, but whether this occurs formally or informally is a tactical decision (Klein & Polin, 2012).

As newcomers are onboarded, they undergo organizational socialization – a further process whereby they acquire the knowledge, behaviors, and attitudes necessary for successful participation in the workplace, and move from being outsiders to being members of the organization (Klein & Polin, 2012; van Maanen & Schein, 1979). There is thus an important distinction to be drawn between organizational socialization and onboarding. Namely "socialization is something that occurs within the individual, whereas onboarding refers to efforts by the organization to facilitate socialization" (Klein et al., 2015, p.264). As such, socialization is an internal process which continues throughout one's working life, shaped by personal agency, other agents in the environment, and different organizational practices and tactics (Klein & Heuser, 2008). The present study conducts a systematic review of the literature that documents the practices and tactics employed as newcomers enter into an employment relationship with a higher education institution (HEI), as well as their outcomes.

Notably, while the higher education (HE) literature uses the term 'induction' to refer to this process, here the term 'onboarding' is favored. In doing so, the thesis frames the study of faculty workplace entry as a human resource management (HRM) issue. It thus becomes an organizational, rather than a disciplinary, problem. That is, reconceptualizing 'academic induction' as 'faculty onboarding' foregrounds the academic workplace itself over induction into a particular branch of academia. This move is guided by the general consensus that a previously "relatively autonomous academic profession operating within a self-regulated code of collegiality" is being transformed into an "increasingly organizationally managed workforce comparable to other salaried employees" (Hazelkorn, 2008, p.154). While this transformation casts academics as a professional workforce (Whitchurch & Gordon, 2007), it also highlights the fundamentally organizational context in which this workforce finds expression.

This shift opens the issue of faculty workplace entry to broader critical scrutiny from the discipline of organizational psychology, which posits a basic set of socio-psychological mechanisms at play within any workplace context. Thus, like any workplace, academia is populated by employees who have socio-psychological needs. Onboarding addresses the needs most salient at the point of organizational entry, defined in the literature as the needs for uncertainty reduction and to form a sense of belonging (Chao, 2012). Put simply, the study synthesizes the literature on the programs that HEIs use to address these initial needs for organizational socialization among newly hired faculty. Finally, though there is an obvious overlap between the two populations, the notion of newly hired faculty should not be confused with the term 'early-career academic' (ECA). The primary concern is organizational entry itself, whether the candidate is in the early career stage or not.

## 1.1 Research Problem

Actively onboarding newly hired staff has been shown to hold significant mutual benefits for employees and employers. In their meta-analytic review, Bauer et al. (2007) found that by facilitating role clarity, self-efficacy, and social integration, effective onboarding improves job satisfaction, organizational commitment, and job performance, and decreases employee turnover. Considering these benefits, it is thus worrying that such practices tend to be either absent or insufficient in the context of HEIs (Billot & King, 2017; Trowler & Knight, 1999). Indeed, the notion that newly hired faculty experience very limited or poor support upon initial employment is extremely well-supported in the literature (see Barlow & Antoniou, 2007; Eddy & Gaston-Gayles, 2008; Henry, 2010; King et al., 2018; Murray, 2008; Pithouse-Morgan et al., 2016; Rice et al., 2000).

The relative absence of new faculty onboarding has historical and structural roots. Historically, in the former elite university systems, smaller populations of junior faculty were primarily socialized into their disciplines and specific departments through graduate education and mentoring (Bourdieu, 1988; Farnham, 2009; Clark, 1987; Clarke et al., 2013). This hierarchical and paternalistic paradigm leaves limited room for considering the needs of newcomers and the nuances of their socialization (Brechelmacher et al., 2015; Farnham, 2009). In terms of structure, because they are "fragmented, loosely coupled organisations, where individual performance [in relation to academic disciplines] is highly valued", it can be difficult to cultivate in academics a strong personal investment in the organisational context of their work (Pellert, 2007, p. 86). Instead of being guided by an organizational ethos or 'strategic mission', academics have traditionally worked within a structure of collegial governance. That is, "the peer review based self-steering of academic communities" (Enders et al, 2009, p. 39). The traditional emphasis on identity formation within an autonomous disciplinary community obscures the fundamentally socio-psychological dimensions of the workplace itself. This foregrounds induction into disciplinary norms, eliding newcomers' more basic needs for reducing uncertainty and achieving a sense of workplace belonging (Trowler & Knight, 1999).

Presently, as universities have undergone reforms regarding access and economization, the broader organisational context has taken up features which make the academic work environment more businesslike (Enders et al., 2009; Hyde et al., 2013). Within this new paradigm, pressures towards greater social and economic relevance have given rise to the use of performance agreements between HEIs and the state, increasing institutional oversight over academic work (Enders et al., 2009; Musselin, 2009). However, increased institutional oversight has not necessarily led to helpful support mechanisms for transition into the workplace. Rather, as Barlow and Antoniou state, "there still tends to be an assumption […] that new staff will somehow absorb the culture and orientate themselves naturally" (2007, p.70).

Further, new faculty are not a homogenous group, neither in terms previous experience, nor contractual status, nor demographic markers such as age, race, and gender (Bryson, 2013; Flora, 2007; Gordon & Whitchurch, 2007; King et al., 2018, Trowler & Knight, 1999). This diversity means that new hires enter the academic work environment with a wide variety of 'pre-socialization' experiences (Eddy & Gaston-Gayles, 2008). Without transitional support, this situation is highly stressful.

These insights are supported by the fact that for nearly two decades and across national systems newly hired faculty from all fields have reported unclear expectations and responsibilities, struggles with time management and work-life balance, feelings of deep isolation, and unclear career paths (Billot & King, 2017; Rice et al., 2000; Yeo et al., 2015). Scholars have begun to link these issues with new faculty turnover (Billot & King, 2017; O'Meara et al., 2014), and to draw attention to the mental health risks associated with lack of support in academia – particularly for those new hires in the early-career phase (Guthrie et al., 2017).

While these challenges may be ameliorated through more thoughtful onboarding initiatives, it should be noted that they are also linked to broader trends towards the intensification of academic work and the diversification of academic careers (Goastellec et al., 2013). From teaching larger and more diverse student bodies, to engaging in fundraising and project management, today "the range of duties that academics are expected to perform has both broadened and deepened" (Furnham, 2009, p.210). Combined with budgetary constraints, this has given rise to the use of flexible employment contracts outside the tenure system as a cost-cutting measure (Musselin, 2007 & 2009). These full or part-time contracts terminate after a fixed period and are typically differentiated by both seniority and content; newly hired junior academics are more likely to face contingent employment related to teaching-or research-only contracts (Bryson & Barnes, 2000; Musselin, 2007 & 2009). This use of sessional teaching staff and contract-based researchers alongside more traditional academic appointments leads to more frequent work relocations and creates an increasingly complex employment landscape within HEIs (Bradley, 2004; Farnham, 2009; Finkelstein et al., 2009; McAlphine, 2012).

It is in this context that newly hired faculty receive either very limited or poor transitional support (i.e. onboarding), and there is much evidence to suggest that "adjustment to academic life is often stressful and demoralizing" (Murray, 2008, p.108). A growing body of literature explores how best to intervene in this problem-area, either through gathering evidence regarding the experiences of new hires and/or the early-career period (Barlow & Antoniou 2007; Brechelmacher et al., 2015; Eddy & Gaston-Gayles, 2008; King et al., 2018; Rice et al., 2000) or through launching supportive interventions (Burnstad, 2002; Clark et al., 2018; Geber, 2009; Mujtaba, 2007; Schrodt et al., 2003; Taylor & Berry, 2008).

The present study reviews the latter body of work in so far as it relates to planned onboarding programs for newly hired faculty. Notably, it explores whether this literature evidences an over-reliance on generic information provision and training practices enacted by institutionalized (highly formalized and structured) socialization tactics as proposed by Trowler and Knight (1999) and echoed by Billot and King (2017) more recently. In this regard, Trowler and Knight (1999) argue that such practices and tactics emphasize the acquisition of explicit forms of knowledge at the cost of imparting less measurable and more tacit knowledge, which leaves new entrants unprepared for the daily intersubjective engagement of departmental life. However, research that tests this assertion has not yet emerged, and there is no synthesis of reported onboarding practices, the socialization tactics they employ, or their outcomes.

In sum, while the vulnerability of newly hired faculty and the problematic transitional support they receive frames the present study, the specific research problem is the poor insight into the nature of faculty onboarding programs and the outcomes they produce for individuals and institutions. Deeper insight into these phenomena would support the work of those interested in researching and improving the integration and adjustment of newly hired faculty.

## 1.2 Research Gap

The core problem that any systematic review addresses is a particular kind of research gap. Namely, systematic reviews are conducted when a body of research on a particular issue has emerged, but this research has not yet been subjected to either meta-analysis (for quantitative data) or meta-synthesis (for qualitative data) (Bearman et al., 2012; Biggam, 2011; Petticrew & Roberts, 2005). This is the case with faculty onboarding, where various studies outline the shortcomings of academic induction and/or make reform recommendations, but no overview of current practice (as it is reported in the literature) exists.

Notably, in Tight's (2018) review of systematic reviews in higher education research, no study was found to address the issue of faculty onboarding programs. Beyond the reviews surveyed by Tight, some studies analyze and make recommendations regarding specific onboarding practices related to practitioners transitioning into academic roles, particularly nurses and school teachers (see Boyd et al., 2011; Grassley & Lambe, 2015; Izadinia, 2014; King et al., 2018; Morin & Ashton, 2004). Nevertheless, no systematic review has hitherto synthesized the evidence on new faculty onboarding programs targeted at either population – professional practitioners or academic appointees. While both populations deserve attention, considerations of scope limit the present systematic review to new hires with an academic background.

Given this identified gap in the literature, and in awareness of Bearman et al.'s (2012) call for the increased use of systematic reviews in higher education research, the present study applies a systematic search protocol and carefully designed inclusion and exclusion criteria to collect all relevant studies on faculty onboarding programs for new academic appointees. Thereafter it applies framework synthesis (Carroll et al., 2011 & 2013; Dixon-Woods, 2011; Barnet-Page & Thomas, 2009) to synthesize and present the state-of-the-art on this topic, answering the research questions outlined below.

## 1.3 Research Purpose and Research Questions

While the core problem that any systematic review addresses is a particular kind of research gap, individual systematic reviews are conducted for an array of reasons. These include the generation of new theories or meta-theories, appraising the effects of interventions, determining whether certain policy decisions are advisable, mapping out areas of uncertainty, bridging between related areas of work, and identifying research gaps and weaknesses (Biggam, 2011; Petticrew & Roberts, 2005; Russel, 2005).

The present systematic review brings two related areas of work together, whereby concepts and analytic tools from a more established research tradition (organizational psychology) are used to map gaps and weaknesses in an emerging field of activity and academic inquiry (faculty onboarding). The primary aim of this project is to clarify what is documented about actual faculty onboarding programs, the purpose of which is to guide both future research on and the practical implementation of such programs.

Thus, the over-arching research question is '*What are the nature and outcomes of faculty onboarding programs?*', and this question is broken down as follows:

1. What practices do faculty onboarding programs consist in?
2. What socialization tactics are used to enact these onboarding practices?
3. What kind of outcomes are described for staff and institutions?

## 1.4 The Significance of the Study

The present study is significant both academically and practically. The academic significance of the study lies in its specific contribution to the field of higher education research, as well as a smaller contribution to the research on human resource management in organizations more broadly. The study has a secondary practical significance for individuals or institutions seeking to either implement or evaluate faculty onboarding programs.

First and foremost, the study makes a unique conceptual contribution to the field of higher education research by firmly recasting 'academic induction' as 'faculty onboarding'. In doing so, it frames the study of faculty workplace entry as a human resource management issue, and so opens it to critical scrutiny from this perspective. Pynes defines HRM as "the design of formal systems in an organisation to ensure the effective use of employees' knowledge, skills, abilities, and other characteristics to accomplish organisational goals". These formal systems concern "the recruitment, selection, training and development, compensation and benefits, retention, evaluation, and promotion of employees, and labor-management relations within an organisation" (Pynes, 2009, p.3).

Yet, while universities have inherited a certain high regard for academics, the notion of harnessing the abilities of these academics as resources for achieving organisational goals is a more recent phenomenon. There has thus been a slow reform process from traditional staff administration to a more dynamic form of management (Pellert, 2007; Pynes, 2009). Indeed, in their extensive report on trends in higher education for the OECD Education Committee, Santiago, et. al. (2008) argue that the intensification of academic work and the diversification of academic careers mentioned in the problem statement above require a both a stronger focus on, and greater institutional autonomy in, managing academic employees. However, in the higher education sector HRM "has not yet received adequate attention from scholars, policymakers [or] practitioners" (Pausits, 2017, p.8). Furthermore, the concept of onboarding is itself a relatively recent addition to the HRM paradigm and is thus often treated as a sub-set of the training and development function when it should in fact be treated as a separate and prior issue (Dai & De Meuse, 2007; Klein & Polin, 2012). Thus, placing the notion of faculty onboarding at the center of the study simultaneously advances the use of the HRM perspective in higher education research, and the view that onboarding should be treated as a distinct component of an HRM system.

More specifically, from an HRM perspective new faculty entering the academic workplace becomes an organizational, rather than a disciplinary, issue. Foregrounding the academic workplace itself over induction into a particular branch of academia highlights the fundamentally *organizational context* of faculty work. Focusing on this organizational context opens the issue of faculty workplace entry to critical scrutiny from the discipline of organizational psychology, which posits a basic set of socio-psychological mechanisms at play within any workplace environment. Thus, like any workplace, academia is populated by employees who have socio-psychological needs. Notably, onboarding addresses those needs that are most salient at the point of organizational entry, defined in the literature as the needs for uncertainty reduction and to form a sense of belonging (Chao, 2012). This refers to the experience of *initial* organizational socialization, within what Feldman (1976) originally described as a three-phase process – beginning as a person develops expectations about their future role, continuing once they are hired and attempt to adjust to that role, and developing further as they settle in to the role.

Recently, in an effort to document the specific practices that firms use to address newcomers' initial socialization needs, HRM scholars have proposed a framework for researching onboarding practices. Pioneered by Klein and Heuser (2008) and extended by both Klein and Polin (2012) and Klein et al. (2015), this framework presents a typology for organizing onboarding practices with regards to their intended purpose. Namely whether the practice is aimed at *informing*, *welcoming*, or *guiding* newcomers. The 'inform' category is further divided into three sub-fields; communication, resource provision, and training. Early research using this typology indicates correlations between practices in the 'inform-resources' category and socialization-related learning, as well as practices in the 'welcome' category (Klein et al., 2015). The 'IWG' (inform-welcome-guide) typology has, however, seen limited application, let alone in the higher education context. Thus, applying it to the research on faculty onboarding represents an opportunity to do the novel and important work of testing and possibly expanding an emerging framework. This serves to contribute to the research on human resource management in organizations more broadly.

A final notable aspect of the present study's academic contribution to the field of higher education research is methodological. That is, according to Bearman et al. (2012, p.625) "[t]here appears to be relatively little use of the systematic review methodology within the higher education sector" when its application in fact has strong potential. This "methodology can be distinguished from narrative reviews […] through its emphasis on transparent, structured and comprehensive approaches to searching the literature and its requirement for formal synthesis of research findings" (2012, p.625). In this regard, powerful research syntheses can structure existing evidence, clarify current practice, and guide future efforts (both academic and practical). This is particularly useful in emerging areas of inquiry, where research on certain topics (such as academic induction) has accumulated but not yet developed a unifying paradigm that could underpin research and reporting (Bearman et al. 2012). Thus, by mapping out the elements of faculty onboarding as they manifest for new academic appointees, the present study can guide future research on this issue. For example, it can indicate gaps and weaknesses in the faculty onboarding research, but it can also illuminate how faculty onboarding typically proceeds and what its outcomes are.

This leads naturally to a consideration of the practical significance of the study, as this project has the potential to support the work of individuals or institutions seeking to either implement or evaluate faculty onboarding programs. In this regard, the trends towards expanding access to tertiary education and the pressures for HEIs to serve national economic priorities (the access and economization mentioned in the problem statement above) have "elevated the status of university management" (Kogan, 2007, p.161). In this way, a general power shift is to be observed, away from academia and towards the system or institution (Kogan, 2007). This shift encompasses a hotly contested terrain, where the interests of established academics are often pitted against those of the larger system or the employing institution and the 'managers' who enact these interests (Kogan, 2007; Smeenk et al., 2006; Waring, 2013). However, orienting the research towards the vulnerability of newly hired faculty and their needs for transitional support illuminates the necessity of managerial acumen and intervention in the academic workplace.

While a systematic review of faculty onboarding programs and their outcomes can help to illustrate the role and value of human resource managers and/or managerial skills in the HEI space, it can also serve as a tool for those with managerial responsibilities in HEIs. First, it can direct them to examples of good practice and quality evidence. This would empower them to design more evidence-based programs. Second, it can provide a framework for evaluating current practice. In this regard, applying the lens of organizational socialization to academic induction contributes valuable conceptual tools. For example, the ability to draw clearer distinctions between specific practices on the one hand and *how* these practices are enacted (i.e. socialization tactics) on the other. This in turn directs practitioners to the expansive theoretical and empirical research from HRM scholars working within the field of organizational psychology, which outlines the kinds of outcomes likely to be achieved through the use of specific practices (e.g. Klein et al. 2015) and tactics (e.g. Cooper-Thomas & Anderson, 2002; Jones, 1986; Simosi, 2010; van Maanen & Schein, 1979).

Further, Klein and Polin (2012) have argued that the generally poor uptake of onboarding programs in the commercial sector results from insufficient research on concrete practices in the academic HRM literature, along with a lack of clarity regarding onboarding practices in the HRM practitioner literature. It therefore follows that orienting the academic research towards practices may indeed have significant practical impact. The present study proceeds in awareness of this insight, studying faculty onboarding programs with reference to their practices, the tactics used to enact these practices, and the reported outcomes for individuals and institutions.

## 1.5 Structure of the Study

The study is organized into six chapters. The present chapter introduces the study, states the research problem to be addressed and its relation to a specific gap in the literature, outlines the corresponding purpose of the study and the research questions, describes its potential academic and practical significance, and finally details its organization.

The second chapter consists in a preliminary literature review, which outlines the specific needs of newly hired faculty, existing recommendations for reforming faculty workplace entry procedures, and current gaps and weaknesses in the literature on this issue. This establishes the necessity of the present systematic review. In chapter three the analytical framework is presented, furnishing the study with a theoretically grounded lens for analyzing the faculty onboarding literature. Thereafter, chapter four describes the nature of the research methodology employed and elaborates on the technique by which the data is synthesized. Further, with reference to established norms in the practice of conducting systematic reviews, this chapter grounds the strategy by which data is collected, screened for eligibility, and finally included, before a concluding consideration of issues of validity and reliability.

Chapter five executes the review strategy and synthesis methodology outlined in chapter four, detailing the over-all review objective, the literature search process, the criteria by which studies are included for review, and presents the results of the coding and analysis procedures. The final chapter executes the final synthesis of the results, presents the research findings and contextualizes them in light of the research questions and the findings of the preliminary literature review. Thereafter the academic and practical significance of these findings are discussed, as well as the specific limitations of the thesis. These limitations inform the closing exploration of directions for future research.

# 2. Preliminary Literature Review

As noted above, for nearly two decades and across national systems, new faculty have reported unclear expectations and responsibilities, struggles with time management, feelings of isolation, and difficulties with attaining work-life balance (Rice et al., 2000; Yeo et al., 2015). There is an increasing recognition of the negative impacts these experiences hold for new faculty turnover (Billot & King, 2017), as well as a growing concern over the mental health risks associated therewith (Guthrie et al., 2017). In response, research has begun to explore how best to intervene in this problem-area, either through gathering evidence and creating recommendations based on the experiences of newly hired academics, or through reporting on distinct supportive interventions. Before embarking on a systematic review of this latter body of work, it is necessary to present an overview of the research on new hires' experiences and working conditions, as well as existing recommendations for reform. Insight gleaned from this literature serves as a backdrop and contextualization to the present study. Thereafter, research which reviews the state of induction practice at HEIs is analyzed. By elucidating key gaps and weaknesses in this literature, the necessity of the present systematic review is established.

## 2.1 The New Faculty Experience

### *2.1.1 National Specificities*

The literature surveyed in this section draws mostly on the US context, and is supplemented by research from New Zealand (NZ) and Australia. This is a practical demarcation, given that the application of the methodology outlined in chapter four below yielded studies from these particular countries for inclusion in the systematic review (presented in chapter five). In this regard, the differing realities among countries' academic employment conditions are most relevant to the present analysis.

As mentioned in the problem statement, academic employment contracts are increasingly divided into continuing/permanent and contingent categories. Regarding continuing/permanent contracts, in the US as well as the UK there is a somewhat well-established tradition of using a tenure-track (US) or probationary system (UK) (Finkelstein et al., 2016; Smith, 2010). Broadly speaking, this refers to an extended period of initial employment where candidates undergo systematized institutional and peer-review, before either being offered a continuing junior faculty position or not. Interestingly, while in the US achieving tenure is more akin to guaranteed employment in service of protecting academic freedom, in the UK employment contracts offered after the probationary period are indefinite but not guaranteed (Bryson & Barnes, 2000; European University Institute, 2018). In NZ the tenure system is based on the US model (Bentley et al., 2014), whereas the Australian system is more akin to that of the UK (Bexley et al., 2011).

In all three systems there is a growing proportion of staff outside the tenure/probationary system, though the numbers are much higher in the US. Indeed, based on data for 2016, the American Association of University Professors recently reported that 73% of all faculty positions were off the tenure-track (AAUP, 2018). Unfortunately, the figures for Australia and New Zealand are less well established. Namely, for New Zealand, "there are no official statistics available on the use of fixed or non-permanent appointments" (Robinson, 2006, p.38). However, in 2003 their Association of University Staff estimated that between 25% and 35% of full-time staff were contingently employed, though this figure was not known for part-time staff (Robinson, 2006). This is a significant omission, since later research by Wensvoort found that 41% of all academic staff in NZ were employed part-time (Wensvoort, 2012). Unfortunately, this later report does not outline the ratio of contingent to securely employed academic staff. In Australia, it is estimated that somewhere between 40% and 60% of all staff are contingently employed – a vague figure which is also compromised by inconsistent reporting (Bexley et al., 2011). This non-homogenous set of statistics may be summarized as follows:

**Table 1: Comparison between academic employment contracts for the US, Australia and New Zealand**

| | Tenured and tenure-track faculty | Faculty on contingent contracts |
|---|---|---|
| US* | 27% | 73% |
| AU** | 60% - 40% | 40% - 60% |
| NZ*** | 75% - 70% | 25% - 30% |

* All faculty (2016)
**All faculty (2004)
***Full-time faculty (excluding part-time) (2003)
Sources: AAUP, 2018; Bexley et al., 2011 & Robinson, 2006

While it would be interesting to explore the myriad of factors driving these system-specific contractual trends, the scope of the present study precludes further discussion in this vein. For example, the role that labour unions and collective bargaining rights may play in shaping these employment realities must be omitted. Thus, the true extent of the vulnerability associated with contingent employment in these higher education systems is not discussed further here.

What is important to note is that while there are combined teaching-and-research fixed-term contracts, across these national systems the trend is for contingent contracts to be differentiated by function (either teaching *or* research). Teaching-only contracts are typically sessional (per course/module), and research-only contracts are typically funded through larger research projects. Contingent academics often work from session to session or project to project, or may have multiple part-time appointments (Archer, 2008; Bexley, 2011; Finkelstein et al., 2009; Richardson et al., 2018). Lastly, there are demographic issues related to faculty outside the tenure system. Namely, in all three countries, junior faculty and people from gender and ethnic minority groups are more likely to be contingently employed and more likely to struggle to make the move from a contingent to a secure contract (Bexley et al., 2011; Finkelstein et al., 2016; Stringer et al., 2018).

In merely scratching the surface of this issue, it is apparent that the higher education employment landscape today is incredibly complex and is marked by inequity. However, the discussion below shows that whether employed on the tenure-track or outside it, and across national systems, academics tend to experience poor support in transitioning to the workplace.

#### *2.1.2 Entering the Academic Workplace*

In the mid-to-late 1990's a seminal in-depth study interviewed more than 350 new entrants on tenure-track contracts across the US (Rice et al. 2000). Rice and colleagues found that while respondents were deeply intrinsically motivated to pursue the academic profession and had a high regard for its social value, they experienced the academic work environment as exceedingly unsupportive. In this regard, they were frustrated by (1) an incomprehensible system for attaining continuing employment, (2) a poor sense of community in academic and campus life, and (3) a highly challenging struggle in balancing their personal and professional lives. While not specifically noted by the authors, in all three spheres the tension between teaching and research roles was apparent. These findings guide the discussion below.

### I. Achieving Tenure

Regarding tenure, Rice et al. (2000) found that respondents experienced a lack of clarity concerning tenure performance matrices, accompanied by "insufficient, unfocused, and unclear feedback" on said performance (p.16). Many perceived the tenure system to value research over teaching, though in practice most of their time was devoted to teaching. A later in-depth US study of 12 new tenure-track faculty reported similar findings (Eddy & Gaston-Gayles, 2008). Here the majority of respondents "did not have a clear understanding of departmental or institutional expectations and instead attempted to piece together information on how best to prepare for tenure" (Eddy & Gaston-Gayles, 2008, p.100). A particular problem was the lack of information provided within the first weeks and months of appointment. Another similar US study of 14 new hires highlighted the role that department chairs and deans played in clarifying tenure requirements (Murray, 2008). Of the respondents who felt they understood the process (an unideal 42%), they all cited clear and timely communication with these leadership figures.

Still, it is estimated that around 70% of US tenure-track faculty eventually gain tenure (Musselin, 2009), though more recent data suggests that around 64% receive tenure at the HEI of initial hire (Kaminski & Geisler, 2012). This is much less likely for contingently employed staff (Finkelstein et al., 2009). In NZ, Stringer et al. (2018) surveyed 914 respondents at one large public HEI, and found that for contingent faculty promotion is experienced as almost impossible. Since they are not ranked in incremental scales or grades, there is no system for recognizing a progression of responsibilities (Stringer et al., 2018). Developing a route towards secure employment would involve both the provision and recognition of professional development opportunities, alongside faculty orientation and access to services (Kezar & Maxley, 2013; Stringer et al., 2018). More secure contracts would grant contingent faculty better pay, employment benefits, and may serve to combat the pervasive sense of exclusion and isolation among this category of staff (Kezar & Maxley, 2013; Rice et al., 2000).

Finally, within the broader category of individuals employed contingently at HEIs there are a wide variety of positions, such as those associated with graduate assistantships (GA's) in administrative, teaching, or research positions (Flora, 2007), as well as postdoctoral researchers (Åkerlind, 2005). While the latter face challenges typically associated with contingency, such as concerns over continued employment and career progression (Åkerlind, 2005), graduate assistants occupy a more complex position. For example, in the US, there is much legal dispute over whether GA's may join labour unions as a category of HEI staff, or whether their main relationship to their host HEI is as students (Flora, 2007). Further, GA's are typically at an earlier educational phase than those in postdoctoral positions, meaning that academic career progression for such individuals would involve further education. This is important, since employee status would entitle GA's to greater resources and benefits, and empower them to develop into better candidates for secure employment in the future. Recognition as an employee may thus hold longer-term benefits related to eventual tenure-track employment.

### II. Entering a Community and Juggling Roles

Given the isolation experienced by contingent faculty, it is concerning to note that tenure-track new hires are also yearning for a greater sense of community, in the face of actual experiences of "isolation, separation, fragmentation, loneliness, [and] competition" (Rice et al., 2000, p.19). Here a lack of mentoring and guidance from senior faculty is a major factor, particularly around acquiring tacit knowledge concerning resources, relationships with students, the institution, and the social landscape within it. Another US study of 41 recently appointed faculty with varying levels of prior experience also found that new hires desired more peer-group interaction (Boman et al., 2013). In particular, the respondents were interested in forming both intra- and inter-departmental connections, and networking across the institution. In this case, some initial orientation activities were in place, and were perceived as somewhat helpful, particularly with regards to understanding and acclimatizing to the institutional culture. However, respondents believed that they would have benefited from the addition of formalized mentoring structures (Boman et al., 2013, p.14).

In terms of the campus community, respondents in the Rice et al (2000) study felt that their engagement with students was embattled. While many were deeply committed to teaching, as noted above, they perceived tenure evaluations to value research output over teaching success. They also experienced a lack of institutional support for teaching, regarding both resources and mentorship. The study by Eddy and Gaston-Gayles (2008) both echoes and extends these findings. In addition to poor institutional support for teaching, the authors report that the majority of their respondents felt much more comfortable with conducting research than with designing courses and teaching them. The authors link this to shortcomings in a graduate education system which fails to properly prepare candidates for faculty responsibilities. This finding is echoed by numerous other scholars (Austin, 2002; Fung et al., 2018; Nottingham et al., 2018; Weidman & Stein, 2003). However, Eddy and Gaston-Gayles (2008) emphasize that graduate education reform must go further than the mere inclusion of additional coursework, since respondents in their study were PhDs in higher education administration (specialized in understanding academia), and yet were as unprepared for faculty life as graduates from other fields. This also points to the crucial role of deploying additional support measures once graduates become faculty members.

Regarding the commonly reported tension between teaching and research, Rice et al. (2000) found struggles with time-management to be particularly salient in juggling teaching and research responsibilities and maintaining a work-life balance. In this regard, an Australian study of 20 junior faculty found that they were frustrated by "excessive and unmanageable workloads" and a "relentless pressure to do more and run faster" (Petersen, 2011, p.36). The Rice et al. (2000) study emphasized that such time pressure and the concomitant lack of personal life were experienced as highly stressful, though women tended to be more stressed than men.

### III. Juggling Roles and Work-Life Balance: A Particular Concern for Minorities

Interestingly, Rice et al., (2000) found a constellation of challenges particular to 'non-majority' faculty. Women had more difficulty finding mentors, often experienced subtle workplace discrimination, and found achieving work-life balance particularly difficult. Ethnic minority faculty reported experiences of isolation and tokenism. They also struggled with finding mentors and with finding support for pursuing their specific research interests – this alongside absent guidance for how to approach issues of prejudice in their classrooms. Eddy and Gaston-Gayles (2008) also found that new female faculty struggled more with work-life balance and spoke of having no role-models in this regard. New faculty of color likewise stuggled with time-management since they faced greater pressures to act as minority representatives on committees (tokenization), participate in their communities, and mentor students of color (Eddy & Gaston-Gayles; 2008). Regarding the needs of newly hired LGBTQ faculty, much may be deduced from existing work on the experiences of LGBTQ faculty more broadly. Namely, the high likelihood of experiencing discrimination and harassment in the workplace, as well as pressures around tokenization similar to faculty of color (Pitcher, 2016 & 2017; Rankin et al., 2010).

In this regard, various studies consider overlapping minority group status, such as queer faculty of color or black female academics. Scholars have found that efforts to retain faculty from these minority groups typically don't consider "the climate, systems, and cultures" that make minority faculty turnover so high (Johnson & Javier, 2017, p.x). One US study of 18 queer faculty of color emphasized that the severe lack of transitional support such staff experienced stood in stark opposition to the effort that had been made to hire them (Aguilar & Johnson, 2017). The key recommendations were to implement support based on the expressed needs of new faculty, along with broader programs targeting issues of bias and the negative attitudes and behaviours of other faculty members and students (Aguilar & Johnson, 2017). Another US study reported on an institution-wide diversity program, arguing that "[a]ll new faculty members may benefit from opportunities to safely discuss and receive training related to diversity" (Chai et al., 2009, p.48).

### IV. Entering from 'Outside': International Faculty and Experts from the Professions

The experiences of new faculty from abroad and expert practitioners entering academia also indicate the necessity for needs-based support. In surveying the literature on new international staff, Australian researchers Green and Mayatt (2011) found "difficulties with language to be one of the most significant sources of stress" in both the US and Australia. International staff felt frustrated by and judged for their lower English proficiency (Green & Mayatt, 2011, p. 33-34). This finding relates to the study by Aguilar and Johnson (2017) which emphasized the role that negative attitudes and behaviours on campus play in shaping the minority faculty experience. In this regard Green and Mayatt's (2011) respondents also cited experiences with racism outside the university community.

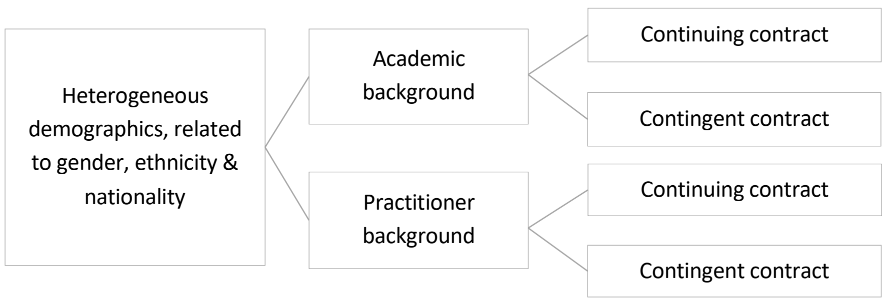
Further, coping with a new workplace and a new culture is doubly challenging, since both the implicit and (what locals may consider) explicit rules of engagement are obscured (Green & Mayatt, 2011). This was also found to be true of faculty moving between Anglophone countries, indicating varying degrees of cultural proximity even within this heritage. In this way, the international faculty experience highlights the deeply 'encultured' and 'embedded' nature of workplace knowledge which all new hires must acquire (Trowler & Knight, 1999). However, Green and Mayatt's (2011) interviews with 20 new international faculty found that Australian HEIs often did not acknowledge this situation. Specifically, faculty expressed a desire for formal recognition of their specific needs; more information, more facilitated social contact, and a dedicated adjustment period (Green & Mayatt, 2011).

Regarding specificity of needs, the insights offered by Boman et al. (2013) from the US are also instructive, since their study contained recently appointed faculty with varying levels of prior experience. Some were experienced lecturers, while others were professionals with no teaching experience and in need of a great deal of support and training. Others were experienced independent researchers, in contrast to those who required support in developing a personal research profile. Still others had worked part-time at the HEI for several years, and were transitioning into full-time employment (Boman et al., 2013, p.15). The authors thus placed particular emphasis on the need for individualized support, and suggested that new entrants be provided with various different opportunities for engagement and growth in the first year, from which they may make personal needs-based selections (Boman et al., 2015). This call for support that heeds the *specific* needs of new appointees is highly relevant, since the diversification of academic work and careers makes entrant heterogeneity the norm rather than the exception (Bosanquet et al., 2017; Goastellec et al., 2013). Research from nursing and education schools echoes these findings, namely that experienced practitioners have specific training needs that often go unmet (see Boyd et al., 2011; Czerniawski et al., 2017; Grassley & Lambe, 2015).

#### V. Overview of New Hire Profiles

By way of summary, a basic overview of the profiles of new hires as represented by the reviewed literature may be provided. Figure 1 below organizes the research presented in the preceding sections into a simple heuristic framework. It shows that individuals who may belong to different demographic groups are hired either from the professions or directly from academia, into either continuing or contingent positions. Unfortunately, HEIs do not typically report on the professional/academic background of new hires beyond their level of education, so system-level statistics are not available in this regard. Thus, this framework serves to orient the reader, rather than impart more information.

**Figure 1: Basic overview of individual profiles among new hires at HEIs**




## 2.2 Existing Recommendations for Reform

The above discussion has shown that new academic appointees are in need of better career support, more integration into their campus communities, assistance in developing specific skills depending on their prior experiences, relief in terms of time pressure, and help in managing work roles and work-life balance. Further, depending on the candidate's demographic profile, there are individualized needs at all of these levels. Both general and individualized needs have wider implications for reform. In this regard, recommendations from different scholars across national contexts are remarkably consistent.

First, Rice et al. (2000), Eddy and Gaston-Gayles (2008) and Murray (2008) all recommend that there must be reforms to graduate school, so as to more adequately prepare new entrants for the various faculty roles and responsibilities they will enact once employed. This should involve systematic provision of practical experience, or work-based learning, not just additional coursework. This point is, however, less relevant to the present study, which focuses on new faculty once they are hired and face the realities of the workplace.

Secondly, and more relevant to the present study, Rice et al. (2000) emphasize that academic departments must take greater responsibility for setting clear expectations regarding tenure evaluations, accompanied by "timely, focused, and honest feedback" (p.28). Relatedly, Murray (2008) emphasizes the role that department chairs play in this process, indicating that leadership training must accompany reform. Recognition of the centrality of departments and department leaders in the support of new hires is essential.

Third, regarding the security and career prospects of contingently employed staff, prevailing recommendations revolve around more equal treatment, particularly with regards to access to orientation and information, as well as professional development and formal recognition of growth (Kezar & Maxley, 2013; Stringer et al., 2018). However, flexible contracts are, in essence, a cost-cutting measure (Guest, 2004) and the growth of contingent employment in higher education has occurred in a context of shrinking higher education budgets (Finkelstein et al., 2009; Musselin, 2008 & 2009). This poses a noteworthy challenge, since the suggested reforms require significant time and resource investments. Indeed, the plight of contingently employed academics exposes an unresolved dispute over the nature of the academic profession itself and its role in society. Namely, the emerging tension between a classical conception of academics as autonomous intellectuals versus the newer concept of the 'knowledge worker' (Neave, 2009). Nevertheless, the literature suggests that greater efforts be made to integrate contingently employed staff into their affiliated departments.

Finally, Rice et al., (2000) assert that departments must offer needs-based orientation and mentoring, as well as individualized attention. As the present discussion has shown, the growing proportion of contingently employed staff, gender and ethnic minority faculty, international faculty, and faculty from the professions all face unique challenges upon initial hire. Crucially, there is a need for recognition of this heterogeneity at the level of departmental leadership.

Taken together, these insights point to the central role of academic departments and their leadership in serving the needs of new faculty. These may be summarized as: Providing individualized attention in the provision of (1) basic information and training, (2) the ongoing support of a welcoming community. This provides an orienting insight regarding *what* new hires need. However, the role of local departments and their leadership in providing individualized attention is more related to the question of *how* these needs should be addressed. Claims regarding what newly hired faculty need concern onboarding practices, while questions of how these needs should be addressed are tactical, and thus concern socialization tactics.

### 2.3 Research on Induction: Gaps and Weaknesses

The onboarding process is known as 'induction' in the higher education literature. An argument in this literature is that, where it is implemented, HEI induction relies too heavily on institutionalized tactics to impart generic information and training (Trowler & Knight, 1999). Trowler and Knight (1999) claim that such practices and tactics emphasize the acquisition of explicit forms of knowledge, at the cost of imparting less measurable but highly valuable tacit knowledge. This is believed to leave newcomers unprepared for the daily intersubjective engagement of departmental life. However, it will be shown that current evidence does not sufficiently account for this view, since no structured overview of faculty onboarding practices, socialization tactics, or their outcomes exists.

In the late 1990's Trowler and Knight (1999) argued that the practice of integrating new academic staff into universities, had up until then, been based on a defunct structural-functionalist theory of organizational socialization (Trowler & Knight, 1999, p. 177). They found that this theory conceives of socialization as a simple transmissive process; A conception which emphasizes institutional requirements over the interests of new hires working within local departments (Trowler & Knight, 1999, p.181). They found that such a perspective pays insufficient attention to human agency while accepting the status quo unproblematically.

Further, they argued that induction practices grounded in this theory rely on abstracting individuals from their specific contexts, backgrounds, and histories, while emphasizing the acquisition of explicit forms of knowledge. For example, induction would typically cover a limited range of topics such as organizational structures, regulations, the university's mission and strategic direction, and formally taught teaching and learning approaches (Trowler & Knight, 1999, p.182-183). In this way, induction would stress overt initial information provision and generic training over more subtle and localized learning experiences.

To illustrate this point, Trowler and Knight (1999) draw on van Maanen and Schein's (1979) typology of organizational socialization tactics, outlining a HE induction landscape where (1) collective approaches are preferred over individual ones, (2) formal approaches are preferred over informal ones, (3) sequential events are preferred over random ones, (4) fixed, timetabled induction processes of pre-determined length are preferred over variable ones (5) serial processes are preferred over disjunctive ones, and finally (6) divestiture is preferred over investiture (Trowler & Knight, 1999, p.181).

According to van Maanen and Schein (1979), collective tactics treat newcomers as a group, whereas individual tactics treat newcomers as individuals. Formal tactics entail distinguishing newcomers from their more established colleagues in a structured way, whereas informal tactics are less structured and integrate newcomers into daily activities. Third, the use of sequential tactics mean that newcomers undergo a staged experience with clear steps towards membership and acceptance, whereas with random tactics the sequence of steps leading to full membership is unknown, ambiguous, or continually changing. Fourth, the use of fixed tactics involves the provision of a clear timeframe for moving from one stage to the next, whereas a purely variable situation exists when no timeframe is communicated to newcomers. Fifth, serial tactics refer to processes whereby existing members act as role models for newcomers, whereas disjunction exists when either no role models exist or none are made available. Finally, investiture processes aim to make organizational entry as smooth as possible. Here the strategy is to affirm newcomers' existing qualities while addressing their needs for support. On the other hand, in divestiture organizational entry is made difficult, creating a kind of ordeal for newcomers in a 'sink or swim' scenario where they must 'fit in or fall out' (van Maanen & Schein, 1979).

Notably, all but one tactic in Trowler and Knight's (1999) critique of HE induction aligns with what Jones (1986) frames as 'institutionalized' tactics. That is, Jones (1986) argues that van Maanen and Schein's (1979) collective, formal, sequential, fixed, serial, and investiture tactics share the key characteristics of formality and structure. As such, these tactics have an institutionalized locus of control, whereas the informality and lack of structure embodied in the other tactics serve to place the responsibility on the individual (Bauer et al., 2007; Jones, 1986).

According to Trowler and Knight's (1999) analysis the use of tactics in the collective, formal, sequential, fixed, serial (institutionalized tactics), and divestiture (an individualized tactic) categories together emphasize the acquisition of explicit forms of knowledge at the cost of imparting less measurable and more tacit knowledge (Trowler & Knight, 1999). Drawing on Blackler (1995), Trowler and Knight characterize such tacit knowledge as 'encultured' and 'embedded'. The former refers to shared understandings arrived at through and constructed within joint participation in a local cultural context, and the latter refers to knowledge operant in the relationships between technologies, rules, formal procedures and emergent routines within that context (Blackler 1995 cited in Trowler & Knight, 1999, p.184).

It is through learning and engagement within the 'everyday' work landscape that new faculty develop tacit (encultured and embedded) knowledge. This tacit knowledge of 'how things work' allows newcomers to establish themselves and gain membership to the workplace. Trowler and Knight (1999) argue that the use of predominantly institutionalized tactics fails to engage new faculty in this development of locally situated 'know-how' and leaves them unprepared for the daily intersubjective engagement of departmental life. That is, newcomers are taught general and abstract information about their workplace and work roles, but are not given the opportunity to develop an understanding of how this information relates to and plays out within their local working context.

More recent work by scholars from New Zealand and the UK have extended Trowler and Knight's (1999) discussion on the integration of new faculty. Namely, Billot and King (2017) conducted a comparative corpus analysis between the literature on HE induction and the HRM literature on onboarding. Their aim was to explore possible differences and similarities between how the two research traditions treat the topic of newcomer socialization. Using text-processing software, Billot and King (2017) examined 2724 abstracts (1535 from higher education, 1189 from HRM), and found significantly different discursive trends between the two bodies of work. Namely, the terms most common to the HEI corpus were found to be 'development, learning, and training', while for the HRM corpus they were 'performance, measurement, and relationship' (in descending order) (Billot & King, 2017, p.615). On deeper analysis, the authors found that the terms in the HE corpus signaled an emphasis on the "doing" of academic work. As such, the HE induction paradigm was found to stress role expectations over socialization needs, which were defined as the needs to reduce uncertainty and ambiguity (Billot & King, 2017, p.619). Put differently, "[t]he HE corpus indicated that academic induction has yet to progress from training to 'organisational socialization'" (Billot & King, 2017, p.619).

Unfortunately, Billot and King (2017) introduce a false dichotomy between 'training' and 'organizational socialization'. By framing training as a tool for preparing newcomers for facing role expectations, and organizational socialization as a process of addressing socialization needs, they fail to grasp the role of training *in* addressing socialization needs. That is, preparing newcomers for fulfilling their organizational role clearly serves to reduce 'uncertainty and ambiguity' (which Billot and King frame as the chief socialization needs). This false dichotomy rests on the inaccurate conception of 'organizational socialization' as a process that organizations engage in, when it is in fact a process internal to the individual that the activities of an organization have an impact *on* (Klein et al., 2015, p.264). Training is thus one of the ways that organizations can support the socialization of newcomers. Further, Billot and King (2017) fail to engage the broader literature on organizational psychology, where the established definition of socialization needs encompasses not only 'uncertainty and ambiguity' reduction (terms that are in fact merely synonyms for each other), but also the need to form a sense of belonging (Chao, 2012).

Instead, an insight which is implied by Billot and King's analysis is the importance of helping newcomers to establish both relationships within and to the organization. In this regard, they highlight the frequency and use of the term 'relationship' in the HRM corpus, finding that it signals an emphasis on interpersonal relationships, as well as relationships between people and larger workplace structures (i.e. their department and organization). They did not find a comparable emphasis on helping newcomers to establish themselves within the interpersonal and organizational work-landscape in the HE induction corpus (Billot & King, 2017).

Conceptually, the notions of 'organizational' and 'interpersonal' relationships square neatly with Trowler and Knight's (1999) definition of tacit knowledge and its acquisition. That is, establishing oneself within the organizational landscape of the HEI likely involves the development of knowledge that is *embedded* in the relationships between technologies, rules, formal procedures and emergent routines, and establishing oneself within the interpersonal landscape of the HEI likely involves *enculturation* into shared understandings constructed within joint participation in a cultural context. It is thus worthwhile to explore whether extant research on academic induction confirms or challenges Trowler and Knight's (1999) analysis as extended by Billot and King (2017). That is, do HEIs indeed rely too heavily on institutionalized tactics (in combination with divestiture) to deliver generic information and training in the induction process? And does this in fact elide newcomers' relational needs and thereby thwart the development of vital tacit knowledge?

There are certain basic prerequisites for such an investigation, namely (1) a large-scale empirical analysis of the practices and tactics employed in HE induction, and (2) the elaboration of (2.a) Trowler and Knight's (1999) 'tacit knowledge' and (2.b) Billot and King's (2017) 'organizational and interpersonal relationships' into measurable theoretical constructs. While the creation of measurable theoretical constructs is a worthwhile academic endeavor, the present systematic review operates at a more basic level of inquiry. That is, it seeks to establish what is known about actual instances of faculty onboarding programs.

In this regard, the present preliminary literature review was able to identify two large-scale overviews of exemplary initiatives related to general early-career support offered at American HEIs (Sorcinelli, 2000; Trower & Gallagher, 2008). However, neither of these studies provide an in-depth analysis of the initiatives they describe, and the focus on the early-career period is not specific enough to the period immediately subsequent to hiring. Another avenue to explore would be to consult the disciplinary literature, since the fields of nurse education and teacher education have produced some overviews of induction practice (see Boyd et al., 2011; Grassley & Lambe, 2015; Izadinia, 2014; Morin & Ashton, 2004).

Turning first to nurse education, Morin and Ashton (2004) reviewed the literature on faculty orientation programs, but only one out of the 19 studies included in their review reported on a practical intervention. Further, orientation represents only *one* aspect of an onboarding program. Thus, this review does not adequately encompass the present phenomenon of interest. A later review by Grassley and Lambe (2015) aimed to identify the components of mentoring programs that support nurse clinicians in transitioning to faculty roles. While this review included six studies (out of 24) describing existing programs, the focus on mentoring rather than the onboarding process as a whole also limits its usefulness to the present review. In the field of teacher education, both Boyd et al. (2011) and Izadinia (2014) present guidelines for reforming the induction of school teachers into faculty roles. However, in each case the authors omit a deeper analysis of existing practices, tactics, and their possible outcomes. These studies are thus also not useful with regards to the present concern.

In sum, regarding either broad category of new hires (practitioners and academics), neither onboarding practices, nor socialization tactics, nor their outcomes have been systematically documented and synthesized. In response to this gap, the present study synthesizes existing evidence on faculty onboarding programs. This project proceeds in awareness of the recent expansion of scope in the onboarding research beyond a narrow focus on socialization tactics to include consideration of the specific practices utilized to integrate new hires (Klein & Heuser, 2008; Klein & Polin, 2012, Klein et al., 2015).

In order to facilitate the aforementioned task, a further limitation is made regarding the target population, since there is a distinct and growing body of work on practitioners transitioning into academia (see Boyd et al., 2011; Crane et al., 2009; Grassley & Lambe, 2015; Izadinia, 2014; King et al., 2018; Morin & Ashton, 2004; Smith & Boyd, 2012). While transitioning practitioners deserve attention, future research should synthesize the evidence on induction initiatives for this population. In addition, by mapping out the elements of induction as they manifest for new academic appointees, the present study creates a framework for further investigation that may be applied to practitioner-academics.

In the following chapter, the framework for analyzing faculty onboarding programs is presented. Drawing on literature from the field of organizational psychology, this framework introduces the broad theoretical assumptions and empirical advances that have guided the research on employee socialization and the practice of onboarding new hires.

## 3. Analytical Framework

Socialization is generally understood as "a learning process by which an individual develops as a social being and a member of a society or group" (Brim, 1966 cited in Chao, 2012, p.580). Organizational socialization refers to a process at the group level whereby individuals acquire the knowledge, behaviors, and attitudes necessary for successful participation in a workplace, and move from being outsiders to being members of an organization (Klein & Polin, 2012; van Maanen & Schein, 1979). However, in Chao's (2012) review of the organizational socialization research, she found that no cohesive theory of this phenomenon has achieved wide acceptance. In lieu of an inclusive theory, she identified four prevalent theoretical assumptions behind the current study of organizational socialization (Chao, 2012, p.583-586).

These are, respectively; Uncertainty reduction, the need to belong, social exchange theory, and social identity theory. The first two assumptions are broadly understood as 'needs theories', referring to basic socio-psychological needs. The second two are mid-range theories from the field of social psychology. Taken together, these propositions provide a broad overview of (1) why people engage in organizational socialization, (2) how people become socialized in the organizational context, and (3) why organizational socialization is important (Chao, 2012, p.586).

With regards to the first point, it is argued that the human drive to reduce uncertainty and the need to belong to social groups provide the impetus for organizational socialization. This is grounded on the claim, also advanced by evolutionary psychologists (cf. Gilbert, 2000 & 2001), that individuals experience anxiety upon encountering uncertainty, particularly in social contexts.

To reduce anxiety and achieve a sense of belonging within an organization, social exchange must occur, whereby individuals have frequent contact with group members over time. Social exchange theory posits that, as people interact, they exchange both material and immaterial goods and services (Chao, 2012, p.584). Here 'immaterial' refers to things such as information, approval, or recognition. Over time, socially-based exchanges become somewhat predictable, leading to a reduction of uncertainty, so that individuals may develop relatively stable knowledge, behaviors, and attitudes. This allows for the formation of workplace identities.

In this regard, social identity theory posits that identity consists in the collection of mental categories that allow a person to perceive themselves as a "class of stimuli" in the world (Chao, 2012, p.585). While personal identity is based on one's perception of oneself as unique from others, social identity is based on one's perception of similarities between oneself and groups of others. In this way, one may form multiple social identities, based on different group affiliations. In the context of organizations, it is argued that this identity formation occurs mostly within the immediate work group (Moreland et al, 2001, cited in Chao, 2012).

Thus, organizational socialization is central to the process of workplace identity formation, and this identity becomes the foundation for workplace activity (Chao, 2012). These processes are important, since the stability and productivity of an organization depends heavily on the ways that newcomers identify themselves and learn to carry out their tasks (van Maanen & Schein, 1979, p.215).

## 3.1 The Organizational Socialization of Newcomers

The definition of the process of newcomer socialization has not changed much since the seminal work of van Maanen and Schein in the late 1970‘s. Their description reads as follows:

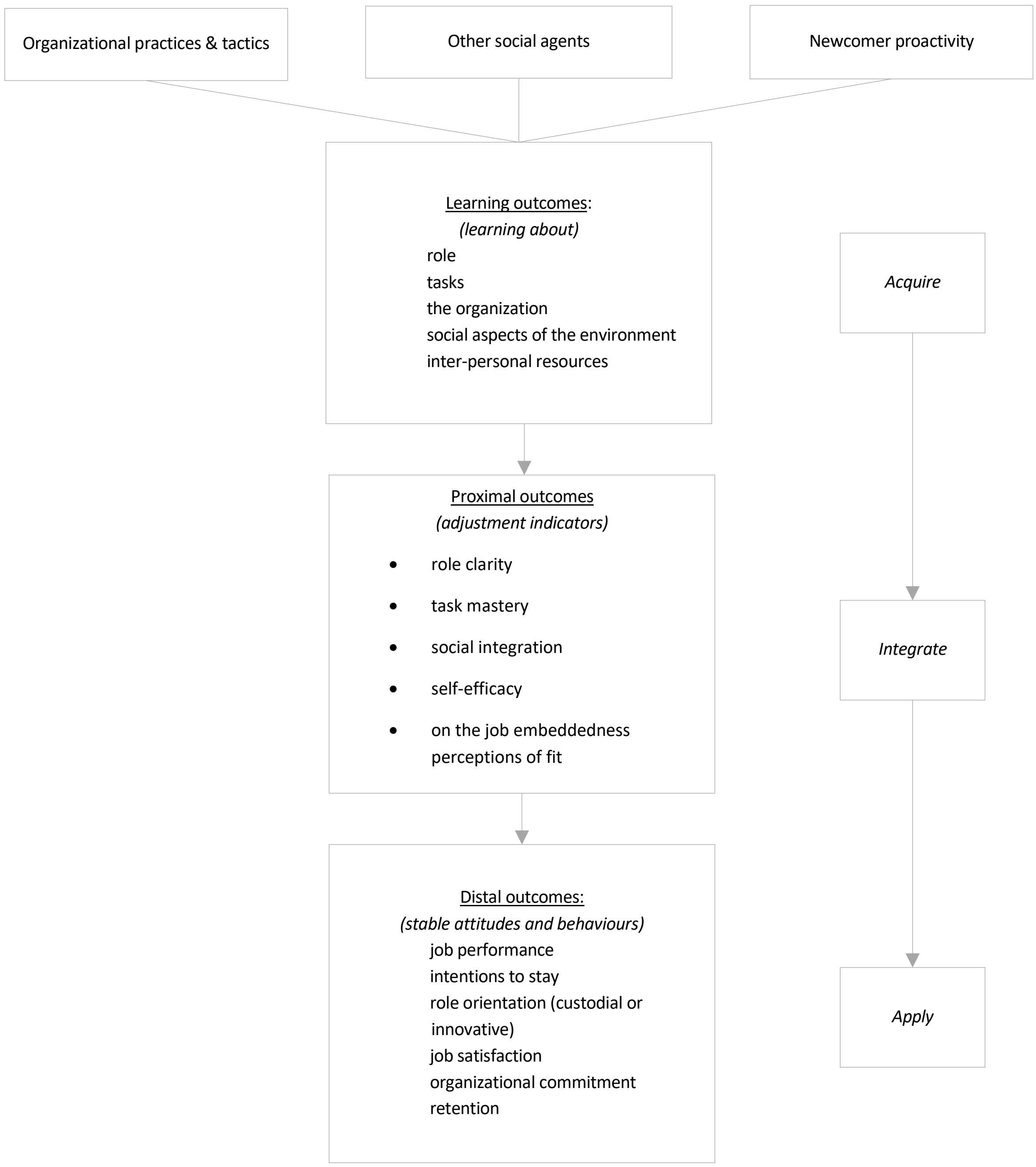
> *Organizational socialization is the process by which people "learn the ropes" of a particular organizational role […] [It] refers to the fashion in which an individual is taught and learns what behaviors and perspectives are customary and desirable within the work setting as well as what ones are not […] [This] provides the individual with an ordered view of the work life that runs ahead and guides experience, orders and shapes personal relationships in the work setting, and provides the ground rules under which everyday conduct is to be managed (van Maanen & Schein, 1979, p.211-212).*

Thus, organizational socialization is described as occurring on a temporal continuum across an individual's working life. In this regard, Feldman (1976) originally described a three-phase process, beginning as a person develops expectations about their future role, continuing once they are hired and attempt to adjust to that role, and developing further as they settle in to the role. In sum, the phases are 'anticipatory socialization', 'accommodation', and 'role management' (Feldman, 1976). Organizational newcomers undergoing the accommodation phase perceive a great deal of ambiguity in the new workplace, leading to feelings of uncertainty and anxiety. Therefore, it is essential for ambiguities and anxieties to be reduced at this early stage (Klein & Polin, 2012; van Maanen & Schein, 1979).

Van Maanen and Schein (1979) argue that if care is not taken to support the new hire, initially adjustive learning may prove to be maladaptive to the actual realities of the workplace. Similarly, if new hires find the new environment too unwelcoming or at odds with their views of themselves, then the most adjustive step may be to resign. Thus, Van Maanen and Schein (1979) do not conceive of the entry of new hires as a one-way and unproblematic process. Rather, they claim that as newcomers enter and engage within the structures of the workplace, mutual changes inevitably occur. Subsequent scholars have explored the extent of this mutual adaptation with reference to three antecedents to newcomer adjustment, namely (1) organizational practices and tactics, (2) other social agents with whom the new hire has contact, and (3) the newcomer's own agency (Klein & Heuser, 2008).

While the present study conducts a systematic review of the literature reporting on interventions at the organizational level, it is useful to provide a visual overview of each set of antecedents. Drawing on Klein and Heuser's (2008) framework for organizing the socialization literature, as well as the work of Bauer & Erdogan (2012) and Chao (2012), figure 2 below provides such an overview. Here it is important to note that the mediating and moderating relationships between the three antecedents are still being explored and tested (Klein & Heuser, 2008). For example, one study found that newcomer proactivity in relationship building with one's boss moderates the relationship between organizational tactics and the extent to which individuals perceive themselves to fit into the organization (Kim et al., 2005 cited in Klein & Heuser, 2008). Another study found that newcomer proactivity in seeking information moderates the relationships between organizational tactics and (1) perceptions of fit (2) social integration, (3) job satisfaction, (4) turnover intentions (Gruman et al., 2006 cited in Klein & Heuser, 2008). Nonetheless, the large and growing body of work on these relationships indicates that this tradition provides fertile ground for developing an evidence-based picture of newcomers' entry to organizations.

**Figure 2: The antecedents to newcomer socialization and their outcomes**




*Sources: Bauer & Erdogan, 2012; Chao, 2012; Klein & Heuser, 2008*

The framework represented in figure 2 highlights the role of initial learning from and through the three antecedents to newcomer adjustment. Proximal outcomes are based on "what is learned and early reactions from those lessons", while distal outcomes encompass "attitudes and behaviors that have stabilized after initial adjustments" (Chao, 2012, p.590). Proximal outcomes are also known as 'adjustment indicators', namely they indicate the extent to which newcomers have adjusted to their new position (Bauer & Erdogan, 2012). The present review is interested in the practices and tactics enacted by an organization to stimulate outcomes at these three levels, where learning and proximal outcomes are framed as individual-level and distal outcomes as institution-level. While initial developments in this area of research focused on socialization tactics, attention has slowly shifted to a concern for onboarding practices themselves (Klein et al., 2015). The following subsections trace this development.

### 3.1.1 Organizational Socialization Tactics

Van Maanen and Schein (1979) argued that "*what* people learn about their work roles in organizations is often a direct result of *how* they learn it" (Van Maanen & Schein, 1979, p.209, own emphasis). In this way, organizations' strategies for integrating newcomers became the object of their analysis. In studying how firms treat new hires, van Maanen and Schein (1979) surfaced six dimensions of socialization tactics, each with two opposing poles. Namely, tactics existing on a spectrum between (1) collective and individual, (2) formal and informal, (3) sequential and random, (4) fixed and variable, (5) serial and disjunctive, and finally (6) investiture and divestiture.

In the first dimension, collective tactics treat newcomers as a group, are more cost effective, and impart more fundamental skills. Examples include putting new recruits through a group orientation or even preparing professionals through graduate school. Individual tactics treat newcomers as individuals, are more time and resource intensive, and impart more complex skills and values. Examples are apprenticeship programs, or internships. In the second dimension, the use of formal tactics entails distinguishing newcomers from their more established colleagues in a structured way, such as through conducting workshops or presenting courses. Informal tactics are less structured, and newcomers are integrated into normal organizational practice, through things such as on-the-job training assignments, or peer observations and conversations. In the third dimension the use of sequential tactics mean that newcomers undergo a staged experience with specific steps towards membership and acceptance, an example of which is the professional preparation of healthcare workers and the use of residency programs. On the other hand, in the case of random tactics, the sequence of steps leading to the desired role is unknown, ambiguous, or continually changing. The process of becoming a general manager operates in this way, requiring an individual to work in multiple different roles and gain a broad understanding of a firm's business practices. Related to the third dimension is the fourth, where the use of fixed tactics involve the provision of a clear timeframe for moving from one stage to the next. An example of this would be a clearly demarcated probationary period. On the other hand, a purely variable situation exists in the general practice of promotions, where no timeframe is communicated to newcomers for exactly when they can expect to rise in the ranks.

In the fifth dimension, serial tactics refer to processes whereby existing organizational members act as role models for newcomers, whereas disjunction exists when either no role models are made available or don't exist. For example, demographic minorities entering a field may have no predecessors. Finally, in the sixth dimension, investiture processes aim to make organizational entrance as smooth as possible, affirming newcomers' existing qualities while addressing their transitional needs. Examples include orientation programs, career counseling, relocation assistance, social functions, and supportive attention from leaders. On the other hand, in divestiture organizational entry is made difficult, creating a kind of ordeal for newcomers in a 'sink or swim' scenario (van Maanen & Schein, 1979). Jones (1986) recast this typology, showing how the first tactic in each tactic pair may be better understood under the broader banner of 'institutionalized' tactics, whereas the tactics on the other end of the spectrum may be grouped together as 'individualized' tactics. A subsequent meta-analytic review has lent support to this categorization (Bauer et al., 2007). Table 2 below summarizes these points.

It is worthwhile to note that in van Maanen and Schein's (1979) descriptions of these tactics, they utilize examples of practices that embody them. It is, however, important to keep the distinction between practices and tactics clear. While onboarding practices refer to specific activities, such as being introduced to new colleagues, socialization tactics refer to the strategies used to enact these practices. For example, whether meeting new colleagues is done formally or informally, or facilitated collectively or individually (Klein & Polin, 2012).

**Table 2: Typology of socialization tactics**

| | INSTITUTIONALIZED TACTICS | INDIVIDUALIZED TACTICS |
|---|---|---|
| **1** | **Collective** | **Individual** |
| | Treat newcomers as a group, more cost effective, imparts more fundamental skills<br>e.g. group orientation programs, graduate school | Treat newcomers as individuals, time and resource intensive, imparts more complex skills & values<br>e.g. apprenticeship programs, internships |
| **2** | **Formal** | **Informal** |
| | Distinguishes newcomers from others in a structured way<br>e.g. workshops, courses | Less structured, newcomer not singled out<br>e.g. on-the-job training assignments, peer conversations |
| **3** | **Sequential** | **Random** |
| | Person undergoes staged experience with clear steps towards membership and acceptance<br>e.g. professional training in medicine | The sequence of steps leading to the desired role is unknown, ambiguous, or continually changing<br>e.g. the process of becoming a general manager |
| **4** | **Fixed** | **Variable** |
| | Clear timeframe for moving from one stage to the next<br>e.g. tenure-track | No timeframe is communicated to newcomers<br>e.g. general promotions in firms |
| **5** | **Serial** | **Disjunctive** |
| | More senior staff act as role models<br>e.g. formal/informal mentoring, buddy-systems | No role models are used or available<br>e.g. minorities entering a field may have no predecessors |
| **6** | **Investiture** | **Divestiture** |
| | Makes entry as smooth and trouble free as possible, affirms newcomers' existing qualities while addressing their individual transitional needs<br>e.g. orientation programs, career counseling, relocation assistance, social functions, supportive attention from leaders | Makes entry difficult, creating a kind of ordeal for newcomers, devalues newcomers' existing qualities, and emphasizes the organization's requirements.<br>e.g. first year of medical school, bootcamps |

*Sources: Chao (2012), Jones (1986), van Maanen & Schein (1979)*

### 3.1.2 Socialization Tactics: Theoretical Advances

In terms of the potential outcomes of these tactics, van Maanen and Schein (1979) confined themselves to exploring the distal outcome of role orientation. In this regard, they posited that sequential, variable, serial, and divestiture tactics would result in a "custodial role orientation" among new hires (1979, p.228). In this case, newcomers accept their role as presented to them. They argued that since the process of gaining membership is staged, but without a clear time-frame for acquiring insider status, newcomers are likely to experience increased anxiety.

Combined with the presence of clear role models and a devaluation of the newcomers' existing characteristics, such tactics encourage a 'safe' response.

By comparison, collective, formal, random, fixed, and disjunctive tactics were expected to result in "content innovation" with regards to role orientation (van Maanen & Schein, 1979, p.228). The argument here is that by treating newcomers as a distinct subgroup while furnishing them with elementary skills, newcomers develop some personal confidence and newcomer comradery. However, this is tempered slightly by the ambiguity in the prolonged period of being a newcomer on probation. In the absence of mentors or predecessors to model their behavior on, these tactics encourage newcomers take personal initiative in improving their role.

Lastly, the use of individual, informal, random, disjunctive, and investiture tactics were expected to result in "role innovation" on the part of the new hire, where they "redefine the ends to which the role functions" (van Maanen & Schein, 1979, p. 254). In this case, the time and resource investments made in supporting the newcomer in acquiring complex skills and values, combined with an affirmation of their existing competencies, furnish them with a great deal of confidence. This confidence is likely to result in high levels of innovation within the ambiguous transitional period, especially if the new hire is not provided with a clear role model to emulate.

These six pairs of tactics have subsequently been tested and their assumptions questioned, developing an increasingly sophisticated picture of the how tactics shape individual and organization-level outcomes (the influence of the 'how' on the 'what'). In this regard, the contribution of Jones (1986) has been highly influential. In his analysis, he challenged van Maanen and Schein's (1979) assumption that the anxiety produced through variable tactics necessarily leads to a custodial role orientation, suggesting that individuals may instead innovate in an effort to reduce their anxiety (Jones, 1986). Further, Jones (1986) also challenged the assumption that divestiture would encourage a custodial response while investiture would lead to role innovation. Instead, divestiture may be so painful that it motivates newcomers to question existing norms, while investiture may encourage newcomers to demonstrate how well they fit in to the welcoming environment (Jones, 1986).

### 3.1.3 Socialization Tactics: Empirical Advances

In terms of theory testing and evidence, Chao's (2012) review of the literature identified contradictory findings among scholars who tested the assumptions around role orientation and investiture/divestiture tactics. Namely, while two studies demonstrated a tendency towards custodial role orientations among new hires who experienced investiture tactics, other studies found that investiture led to innovative orientations. In line with Bauer et al. (2007) Chao (2012) argues that this points to the need for further research on the mediating and moderating effects of other variables on both investiture and divestiture tactics. Nevertheless, the typology has proven a highly useful tool for exploring and explicating workplace socialization outcomes, as evidenced by Klein and Heuser's (2008) review of the research on socialization tactics and their outcomes.

Klein and Heuser (2008) begin their discussion with an overview of the literature documenting causal links between socialization tactics and learning outcomes. With reference to the framework presented above in figure 2, these outcomes relate to knowledge of one's role, one's tasks, the organization, social aspects of the workplace environment, and knowledge of the interpersonal resources within this environment. Klein and Heuser (2008) found that institutionalized tactics have consistently been linked to increased newcomer learning with regards to their organizational role, the organization itself, social aspects of their work environment, and the interpersonal resources within it. Further, two of the six institutionalized tactics (fixed and serial) have specifically been associated with newcomers learning what constitutes proficient performance of their roles and tasks (Hart & Miller, 2005, cited in Klein & Heuser, 2008). In other words, providing newcomers with a fixed timeframe for moving from one stage of the integration process to another, along with the use of role models, has been shown to result in an understanding of role and task requirements.

With regards to proximal outcomes, Klein and Heuser (2008) found evidence on the use of some institutionalized tactics to increase both newcomer proactivity and social integration, namely formal and sequential tactics. Further, and also regarding proximal outcomes, collective, fixed, and investiture tactics were found to increase newcomer on-the-job embeddedness (Klein & Heuser, 2008). This latter construct of 'on-the-job embeddedness' is interesting, since it refers to a constellation of factors that determine why people remain in their jobs (as opposed to why they may leave). These are:

> *(1) the extent to which people have links to other people or activities, (2) the extent to which their jobs and communities are similar to or fit with the other aspects in their life spaces, and (3) the ease with which links can be broken—what they would give up if they left (Mitchell et al., 2001, p.1104).*

In this way, collective, fixed and investiture tactics have been shown to help to deeply integrate the newcomer into the internal and external landscape of the organization, so as to achieve congruence between the individual's working and personal life (Mitchell et al., 2001).

Another proximal outcome that has been studied extensively is role clarity. For example, Bauer et al.'s (2007) meta-analysis found that all six institutionalized tactics positively impact this outcome. However, research on orientation practices indicates that socially-based practices are more effective in this regard than computer-based practices (Wesson & Gogus 2005, cited in Klein & Heuser, 2008). This points to two unexplored avenues in the research.

Firstly, digitization with regards to socialization has not been recognized as a distinct socialization tactic. Exploring this is a worthwhile endeavor, since digitization cannot be easily subsumed under any of the other socialization tactics. Namely, while participation in an online orientation program indicates a level of depersonalization that one would associate with collective/group tactics, online orientations may in fact be enacted with either collective (forums, group chats, webinars) or individual tactics (personalized content, skype or similar services). Here the key factor is clearly the level of physical interpersonal contact, since this is what distinguishes online orientations from traditional ones, not their level of individuation. A further question would be whether the level of digitization versus physical interpersonal contact can be classified with reference to Jones' (1986) institutionalized versus individualized tactics at all, or whether recognizing this tactic necessitates a rethinking of Jones' (1986) position altogether. Unfortunately, future research must explore these issues, since such a task is beyond the scope of the present study.

Secondly, and more related to the present research topic, the interrelationships between practices, their enactment via tactics, and specific outcomes has not received sufficient attention (Bargues, 2012; Chao, 2012). While Klein and Heuser (2008), Klein and Polin (2012) and Klein et at. (2015) have significantly advanced the study of onboarding practices, their focus on practice aims omits explicit consideration of the tactics whereby practices are enacted. They thereby disregard the fact that practices cannot be enacted without a particular tactic – one cannot be onboarded without it being done in some *way*. The significance of the present study of Faculty onboarding programs is that it identifies the practices reported in the literature as well as the tactics typically used to enact them, while noting the reported outcomes of these initiatives.

### 3.2 Organizational Onboarding

Having outlined the particular limitations of the research on onboarding practices, it is important to stress the significance of the shift towards studying practices initiated by Klein and colleagues (2008; 2012; 2015). In this regard, Klein and Polin (2012) have argued that the generally poor uptake of onboarding programs in the private sector results from insufficient research on actual onboarding practices in the academic literature, along with a lack of clarity regarding onboarding practices in the HRM practitioner literature. It therefore follows that orienting the academic research towards practices may have significant practical impact. The present study proceeds in awareness of this insight.

Before outlining some of the accumulated evidence on onboarding practices, it is useful to reiterate the definitions introduced in chapter one. In this regard, onboarding refers to the efforts made by an organization to facilitate newcomer adjustment (Klein & Polin, 2012, p.268). The present study is specifically interested in onboarding programs, which consist in an array of practices enacted over the first few days, months, and/or years of initial hire. These practices entail initiatives such as orientations, mentoring arrangements, training sessions, the provision of information such as physical handbooks and/or online resources, and social events – each of which may be enacted using a variety of different socialization tactics. While the outcomes of socialization tactics have been studied extensively, less research exists surrounding the outcomes of onboarding practices (Klein & Heuser, 2008: Klein & Polin, 2012; Klein et al., 2015). The present study advances the view that in order to make progress in this regard, it is necessary to combine the study of practices with the study of tactics.

There is also an important distinction to be drawn between onboarding practices on the one hand, and newcomer socialization on the other. Organizational socialization is the process whereby new hires acquire the knowledge, behaviors, and attitudes necessary for successful participation in the workplace, and move from being outsiders to being members of the organization (Klein & Polin, 2012; van Maanen & Schein, 1979). As such, “socialization is something that occurs within the individual, whereas onboarding refers to efforts by the organization to facilitate socialization” (Klein et al., 2015, p.264). These efforts entail both practices and tactics. Organizations have an interest in facilitating socialization because there are clear benefits to newcomers adjusting to and functioning well within the work environment. For the organization, these benefits relate to distal socialization outcomes; Increased organizational commitment and job performance, and decreased employee turnover (Bauer et al., 2007).

From a more short-term perspective, supporting the initial adjustment of newcomers aims to reduce the uncertainty and anxiety that accompany personal transitions, increase understanding of the new environment, and provide both tangible (explicit knowledge) and intangible (relationships) resources to assist newcomers in becoming members of the organization (Klein et al., 2015, p.265). This amounts to facilitating newcomer learning, to achieve proximal outcomes such as role clarity, social integration, and self-efficacy.

Having found that onboarding practices have received comparatively little attention, Klein and Heuser (2008) conducted an extensive review of reported onboarding practices and developed an onboarding typology to guide future research. This typology classifies onboarding practices according to their intended purpose, namely whether the practice is aimed at informing, welcoming, or guiding newcomers (Klein & Heuser, 2008). Table 3 below presents their typology.

**Table 3: The Inform-Welcome-Guide framework for researching onboarding practices**

| | Practice category | Practice aim |
|---|---|---|
| 1 | Inform | Help newcomer to learn what they need to know and do in order to adjust |
| | *Inform – communicate* | *Communicate with newcomer* |
| | *Inform – resources* | *Make materials and/or assistance available to newcomer (newcomer(s) must take initiative to engage with available resources)* |
| | *Inform – train* | *Facilitate newcomer acquisition of knowledge, skills and behaviours* |
| 2 | Welcome | Address newcomer's emotional needs and help them to develop social capital |
| 3 | Guide | Provide active and direct ongoing assistance |

*Sources: Chao (2012); Klein et al. (2015); Klein & Heuser (2008); Klein & Polin (2012)*

### *3.2.1 Onboarding Practices: Theoretical & Empirical Considerations*

In their review of the literature, Klein & Heuser (2008) found only a handful of studies reporting on the outcomes of particular onboarding practices. All of them studied initial orientation programs, concentrated on the 'inform' end of the inform-welcome-guide (IWG) typology. The findings indicate that socially-based practices are more effective in facilitating the learning of socially-oriented content (values, culture, people) than are more individually-oriented computer-based practices (Wesson & Gogus 2005, cited in Klein & Heuser, 2008).

Further, socially-based orientations were shown to provide newcomers with greater role clarity (a proximal outcome) than computer-based ones, while both satisfaction and commitment (distal outcomes) were lower for newcomers who received online orientations (Klein & Heuser, 2008). While neither Klein and Heuser (2008), nor the authors they report on identify the level of digitization as a socialization tactic, the present study argues that it may indeed be. This issue is, however, tangential to the present research project.

Keeping with the focus on onboarding programs, what is relevant to note is that there is an absence of data on the outcomes of onboarding practices. In response to this, Klein and Heuser (2008) initiated a large-scale project to determine not only what kind of learning content onboarding practices should provide for newcomers, but what the optimal practices are for delivering this content. The latter refers to their IWG typology. This typology is expanded in table 4 below, with reference to activities proposed at each level.

**Table 4: The Inform-Welcome-Guide framework for researching onboarding practices and proposed activities**

| | Practice category | Practice aim | Proposed practices |
|---|---|---|---|
| 1 | Inform | Help newcomer to learn what they need to know and do in order to adjust | (detailed in the sub-categories below) |
| | *Inform – communicate* | Communicate with newcomer | >Individual meeting with a senior leader<br>>Q&A session between newcomers and leadership<br>**>Manager sets aside time to meet newcomer***<br>**>Contact with an HR representative*** |
| | *Inform – resources* | Make materials and/or assistance available to newcomer (newcomer(s) must take initiative to engage with available resources) | **>Show newcomer how to use webservices***<br>>Provide webservices specifically for newcomers<br>>Provide an initial development plan for newcomer, outlining growth opportunities<br>>Provide a glossary of terms specific to firm<br>>Provide list of relevant names & contact numbers<br>**>Prepare newcomer's workspace (supplies, materials, equipment) *** |
| | *Inform – train* | Facilitate newcomer acquisition of knowledge, skills and behaviours | >Present an employee video<br>>Have newcomer observe more experienced peers<br>>Provide on-the-job training<br>**>Tour the facilities***<br>**>Offer a group newcomer orientation program***<br>>Offer an online orientation program<br>>Have senior colleagues who are experienced in certain tasks & procedures give presentations |
| 2 | Welcome | Address newcomer's emotional needs and help them to develop social capital | **>Senior leader provides a personalized welcome via call, email, or letter***<br>**>Direct manager provides personalized welcome ^***<br>>Announce arrival of newcomers via email, website, or newsletter<br>>Have a gathering (meeting/lunch) for newcomers to meet colleagues<br>>Host a workplace social event<br>>Offer exercises in getting to know colleagues<br>>Throw a newcomer welcome celebration<br>>Host a family-based social event outside workplace<br>>Send firm merchandise to newcomer's home |
| 3 | Guide | Provide active and direct ongoing assistance | >Assign a mentor above newcomer's direct manager<br>**>Assign a buddy to newcomer***<br>**>Make a welcome-coordinator available to newcomer as a primary point of contact*** |

**Klein et al. (2015) found the highlighted practices to be the most frequently cited in their research sample.*
*Sources: Chao (2012); Klein et al. (2015); Klein & Heuser (2008); Klein & Polin (2012)*

Using van Maanen and Schein's (1979) typology as modified by Jones (1986), one may notice that many of the proposed practices encompass institutionalized socialization tactics, except for those that entail devoting individual attention to newcomers and those that facilitate informal social gatherings. Further, many of the practices may be enacted with either collective or individual tactics, such as having contact with an HR representative, or being shown how to use the organization's webservices. Other practices fall clearly within either the collective or individual category, namely having an individual meeting with senior leadership or one's manager (individual), or participation in a group question-and-answer session with the organization's leadership (collective). Notably, both of these practices also employ ‘investiture’, where newcomers are acknowledged and affirmed by senior members. Further, it would seem that the provision of a glossary of terms and of lists of relevant names and contact numbers are, in fact, collective tactics, since they entail the spreading of basic information in a way that doesn’t involve personal/individualized attention. There are also practices that fall very clearly within at least three tactic categories, namely individual, formal, and serial, in the use of formal mentors and buddies (peer mentors).

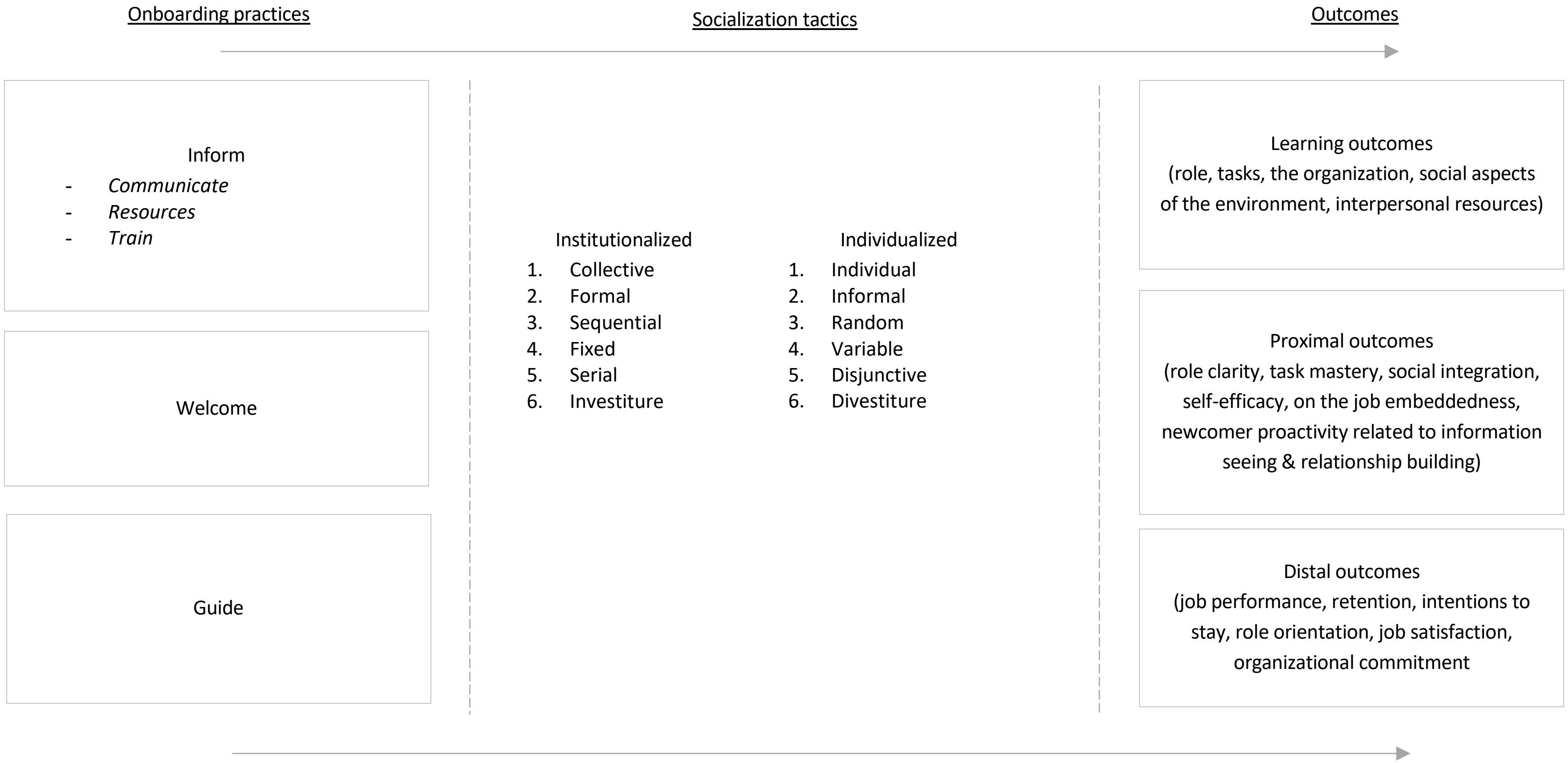
In testing this model, Klein et al. (2015) focused their attention on learning outcomes. Their early findings indicate that socialization-related learning (‘learning outcomes’ according to the outcomes-framework) increases with increases in the amount of practices newcomers are exposed to. Further, activities within both the ‘inform-resources’ and ‘welcome’ categories have the highest correlations with socialization-related learning. Interestingly, respondents (HR managers and newly hired employees) in their study perceived ‘guiding’ practices as the most helpful, while they perceived ‘welcoming’ practices as the least helpful (Klein et al., 2015, p.279). This stands in contrast to the study’s finding that ‘welcoming’ practices are significantly correlated with socialization-related learning, suggesting that such practices are undervalued by organizations and employees (Klein et al., 2015). The finding that ‘guiding’ practices were perceived as most helpful to newcomers’ adjustment, while not being correlated with learning socialization content, is not explored further by Klein et al. (2015). However, it points to the possibility that newcomers consider being guided by colleagues as more important to their initial adjustment than formally learning information about the workplace. Future research may usefully explore this possibility.

### 3.3 Analytical Lens

Having outlined current theoretical and empirical advances related to onboarding practices and socialization tactics, it is important to acknowledge the analytical and methodological characteristics of the present study. The analysis of HE induction literature presented here does not explore causal relationships between practices, their tactics, and outcomes. Rather, it uses these categories as a framework for analyzing trends in the literature. In this way, the reviewed studies are interpreted with reference to the established terminology within organizational psychology. Such a project can, at best, suggest possible correlations between the use of certain practice-tactic pairs and certain outcomes. More significantly, this undertaking can contextualize the study of university induction within the tradition of studying workplace onboarding and socialization dynamics, and in so doing expose weaknesses and gaps. Further, in working with the HE literature, the IWG typology may also be altered and expanded in relation to context specificity, since it has not yet been applied to the academic workplace.

The framework presented in figure 3 illustrates how the analysis in chapter five will proceed, though firstly the literature is framed using a basic template for summarizing the key characteristics of each study (outlined in chapter four below). Then, the data from this template is coded using the analytical lens presented in figure 3. Using the IWG typology, coding is conducted to surface distinct onboarding practices. Thereafter, with reference to the socialization tactics typology, the tactics used to enact the onboarding practices are identified. Finally, the data is coded for specific outcomes, classified as either learning, proximal or distal. More detail regarding the methodology used to achieve this analysis is presented in the following chapter.

**Figure 3: Framework for analysing faculty onboarding programs**



# 4. Methodology

In the interest of methodological rigour, the present study utilizes a research method designed to ensure stronger replicability of findings than is typically associated with literature reviews. This method is most accurately described as a Systematic Literature Review, combining the rigorous quality criteria associated with a systematic review with the time-frame and authorship characteristics more typical to a literature review (Kysh, 2013; Ressing et al., 2009).

Systematic review is a research methodology currently most popular in the medical and health sciences, though it has its origins in psychological and educational research from the late 1970's and early 1980's (EPPI-Centre, 2016). At its core, it entails using systematic and explicit methods to identify, select, and critically appraise relevant research, in answer to a clearly formulated question (Moher, et al., 2009). Such reviews may also include evidence gathered from institutional documents, working papers, government reports, market surveys, conference proceedings, and PhD dissertations (Biggam, 2011; Hartling, et al., 2017). This 'grey literature' is included to ensure that additional cutting-edge and highly relevant studies also inform the review.

Thus, systematic reviews take existing research data as their object of inquiry, rather than undertaking new primary research. These reviews are conducted for an array of purposes, such as the generation of new theories or meta-theories, mapping out areas of uncertainty, bridging between related areas of work, identifying research gaps and weaknesses, appraising the effects of interventions, or determining whether certain policy decisions are advisable (Biggam, 2011; Petticrew & Roberts, 2005; Russel, 2005).

Thus, such reviews differ from traditional literature reviews in a few key ways, chief of which are differing goals, methodological components, author characteristics, time-line, and scope. Crucially, a systematic review is more concerned with answering a focused question than a literature review. Further, while literature reviews proceed along the often unarticulated discretion of their author, systematic reviews introduce specific methodological components in an effort to eliminate subjective bias.

In the strictest paradigm for conducting systematic reviews (the Cochrane protocol) it is mandated to use independent reviewers working in concert. The additional methodological components are thus managed by a group of three or more researchers who check and challenge each others' decisions and interpretations. This process can be incredibly time-intensive, as noted by key researchers in the field (see Barnett-Page & Thomas, 2009; Thorne, 2008). In this regard, another compounding factor is the broad scope of systematic reviews, requiring an exhaustive search of all relevant databases.

## 4.1 A Synthesis of Review Methods

The below table provides an overview of the differences between the abovementioned two review methods. The present study conforms to all but two of the characterisitics of a typical systematic review. That is, the total length of time used for the review is 6 months (not 18) and since the review is the subject of an individual Master thesis there can be only one author. Relatedly, the requirement that the author(s) be experts in their field, with thorough knowledge of the topics under investigation, cannot be fully satisfied. These limitations must be acknowledged, whilst keeping in mind the developmental purpose of conducting a Master-level study.

| Table 5: Comparative overview of Systematic vs Literature Review | | |
|---|---|---|
| | **Systematic Review** | **Literature Review** |
| **Definition** | High-level overview of primary research on a focused question that identifies, selects, synthesizes and appraises all high-quality research evidence relevant to that question | Qualitatively summarizes evidence on a topic using informal or subjective methods to collect and interpret studies |
| **Goals** | Answer a focused clinical question<br>Eliminate Bias | Provide summary or overview of topic |
| **Question** | Clearly defined and answerable question(s) | Can be a general topic or a specific question |
| **Methodological Components** | Pre-specified eligibility criteria<br>Systematic search strategy<br>Assessment of the validity of findings<br>Interpretation and presentation of results<br>Reference list | Introduction<br>Methods<br>Discussion<br>Conclusion<br>Reference list |
| **Authors** | Amount: Three or more<br>Thorough knowledge of topic | Amount: One or more<br>Understanding of topic |
| **Timeline** | Months to years (average 18 months) | Weeks to months |
| **Requirements (scope)** | Perform searches of all relevant databases<br>Specific method for aggregating or synthesizing findings | Perform searches of one or more databases<br>No specific synthesis method |
| **Value** | Potentially connects practitioners to high quality evidence<br>Supports evidence-based practice | Provides summary of literature on topic |
| *Adapted from: Kysh (2013)* | | |

A further crucial aspect of the systematic review process concerns the method employed in bringing together the findings of individual studies. Meta-synthesis is used to interpret the results of qualitative studies (Erwin, Brotherson, & Summers, 2011), while either a meta-analysis (using statistical methods) or a narrative summary is conducted to aggregate quantitative data (Biggam, 2011; Dixon-Woods, 2006; Thorne, 2008). However, the present study concerns descriptive research, which can be either qualitative or quantitative (Kothari, 2004). Kothari explains that quantitative research is based on the measurement of quantities or amounts, and is thus applicable to phenomena that can be expressed numerically and statistically, whereas qualitative research is concerned with phenomena relating to the quality/nature of experiences of respondents (Kothari, 2004, p. 3). In this regard, a cursory analysis of the studies included in the present review reveals that the study of faculty onboarding programs has not progressed past basic descriptions of onboarding interventions and their impact on participants and HEIs, much of which is anecdotal. Like case studies, the articles under review outline existing local onboarding initiatives and some indications as to their possible effects. Since case studies are a form qualitative research (Creswell, 2013; Zainal, 2007), meta-synthesis is taken to be a more appropriate method for the present review project.

## 4.2 Meta-synthesis

In their review of meta-synthesis approaches Barnett-Page and Thomas (2009) found that a wide range of synthesis methods are employed, eminating from two sets of ontological and epistemological commitments, namely Idealism and Realism. At the Idealist end of the spectrum there is a highly subjectivistic view of reality and knowledge. Those committed to this view assume either that there is no shared reality independent of multiple alternative human constructions (subjective idealism), or that there is a world, but it is composed entirely of collectively shared understandings (objective idealism). At the Realist pole the world and our knowledge of it is more concrete. Here it is assumed that we have meaningful access to a real external world, either through mediated sense perception and beliefs (critical realism), or through direct knowledge of external reality (scientific realism) (Barnett-Page & Thomas, 2009, p. 11).

Reviewers who share Idealist assumptions are associated with certain approaches to meta-synthesis, namely; meta-narrative synthesis, critical interpretive synthesis, meta-study, meta-ethnography, and grounded formal theory. These appraoches tend to cover large, multi-disciplinary bodies of literature and take a highly iterative approach either to the whole review process, to the literature search, or to the final synthesis (Barnett-Page & Thomas, 2009). Reviewers analyze texts repeatedly, revisit categories identified previously, combine or divide them, and try to resolve contradictions (see Julien, 2008). Such an iterative approach is well-aligned to the Idealist emphasis on the subjectivity of knowledge, where reviewers would not claim that the products of their synthesis are necessarily reproducable. Barnettt-Page and Thomas (2009) find that the more iterative and nuanced meta-synthesis methods are better suited for an academic audience. Relatedly, these methods tend to aim for the generation of new theories or meta-theories or for mapping out areas of uncertainty.

On the other hand, Barnett-Page and Thomas (2009) find that reviewers committed to a more Realist epistemology tend to utilize the meta-synthesis methods of thematic synthesis, textual narrative synthesis, framework synthesis, and ecological triangulation. These approaches often cover more disciplinarily homogenous bodies of literature and place a stronger emphasis on assessing the methodological quality of reviewed studies. The studies included in such reviews undergo a stricter selection procedure according to pre-defined inclusion and exclusion criteria with minimal revision (non-iterative). These choices are shaped by the typical review aims eminating from the Realist perspective; Appraising the effects of interventions, determining whether certain policy decisions are advisable, or identifying gaps in the research literature. Table 6 illustrates the different synthesis methodologies on the Idealist-Realist spectrum.

**Table 6: Ontological and epistemological commitments of the major meta-synthesis methods**

[Idealist] <------------------------------------------------------------------------------------------------------------------------> [Realist]

| Meta-narrative | Critical interpretive synthesis | Meta-study | Meta-ethnography | Grounded theory | Thematic synthesis | Textual narrative synthesis | Framework synthesis | Ecological triangulation |
|---|---|---|---|---|---|---|---|---|
| Subjective idealism | Subjective idealism | Subjective idealism | Objective idealism | Objective idealism | Critical realism | Critical realism | Critical realism | Scientific realism |

*Adapted from Barnett-Page and Thomas (2009, p.23)*

Since the present study concerns itself with identifying research gaps and weaknesses, synthesis methods in the Realist vein are more appropriate. Further, given that the study brings together two related areas of research to map out these gaps and weaknesses, framework synthesis presents itself as the ideal synthesis method.

## 4.3 Framework Synthesis

Originally applied to the synthesis of primary research in healthcare, framework synthesis within systematic reviews is characterized by the application of an established analytical frame to the coding of secondary data (Dixon-Woods, 2011). It is unique among the synthesis methods outlined above, in that it is the only one where *a priori* categories are used to interpret the studies under review (Barnet-Page & Thomas, 2008; Dixon-Woods, 2011). These categories are drawn from existing conceptual frameworks related to the review topic. However, the conceptual frame is not treated in an overly rigid manner. Rather, though application to the secondary literature the framework is also tested and potentially expanded (Barnet-Page & Thomas, 2008; Dixon-Woods, 2011). In this way, framework synthesis typically involves some aspect of thematic analysis, related to data from the reviewed literature that do not fit within the predetermined definitions set out in the framework (Carroll et al., 2011; Carroll et al., 2013).

A further typical feature of framework analysis is the use of charting techniques to capture the data from the reviewed studies visually (Barnet-Page & Thomas, 2008; Dixon-Woods, 2011). Such charts or tables facilitate the synthesis by illustrating associations between, and exceptions to, key concepts within the framework. Using tables to map out the content of the literature thus also facilitates transparency with regards to the coding process. Namely, the decision-making procedure of the reviewer is made more traceable.

The present study utilizes the framework presented at the conclusion of chapter three above (figure 3) to review the literature on faculty onboarding programs. Thus, it applies the robust terminology surrounding organizational socialization to the study of faculty onboarding or 'induction'. While the former body of work is conceptually advanced and ensconced within the discipline of organizational psychology, the latter relates to an emergent topic in the field of research on higher education. In this way, the present analytic project has the potential to advance the research on HEI induction towards a state of greater clarity and precision, and may also allow for the expansion of the conceptual frame deployed. Namely, since most of the quantitative organizational socialization research has only been utilized in the context of commercial sector employment practices, its application to HEIs may result in expansion and/or adaptation.

## 4.4 Review Strategy

With reference to the criteria set by David Gough (2007), the director of the UK-based Evidence for Policy and Practice Information and Co-ordinating Centre (EPPI-Centre), Bearman et al. (2012) outline nine phases in the process of conducting a systematic review: (1) Establish review question; (2) define inclusion and exclusion criteria; (3) articulate search strategy and information sources; (4) screen articles according to the inclusion and exclusion criteria, (5) report results of the search strategy, usually through a flowchart; (6) extract relevant data from included studies; (7) assess the methodological quality or rigour of the included studies; (8) synthesize the collective evidence of the included studies; and (9) draw conclusions and communicate findings. Biggam (2011, pp.103-108) structures these components of the review process into five stages:

Stage 1: Determine review objective

- Reformulate research questions as review objectives

- Establish and justify inclusion/exclusion criteria linked to review objectives

Stage 2: The literature search process

- Establish, justify and execute search protocols

Stage 3: Literature selection and justification

- Document literature selection process according to inclusion/exclusion criteria

Stage 4: Pool studies

- Execute appropriate method for synthesis of studies (this stage would include phase 6-8 of Gough's 2007 outline)

Stage 5: Place findings in context

- Interpret synthesized results in the context of the initial review question
- Identify limitations of the review
- Explore the practical implications of the review findings

All but stage five of Biggam's (2011) stages are addressed in chapter five below, whereas the contextualization of findings (the fifth component) is addressed in chapter six, the conclusion. Lastly, it is also common practice to consult Shea et al.'s (2007) seminal contribution to the systematic review methodology, the AMSTAR checklist. The term 'AMSTAR' abbreviates 'A MeaSurement Tool to Assess Reviews', and it is applied by the reviewer to ensure transparency. Each step in the checklist is formulated as a question, and the reviewer is responsible for answering each of them as they conduct their review (see Appendix A).

To further facilitate the data extraction process, a review template is developed. This template functions as a tool for assessing the key characteristics of the studies under review. As such, it supports both the data extraction and data presentation process. Thus, in stage four (meta-synthesis) the included studies are first scrutinized so as to determine:

1. The context in which the onboarding program is situated
2. The individuals responsible for running the program
3. The overarching aim(s) of the program
4. The specific goals of the program
5. The length of the program
6. The structure and content of the program
7. The program evaluation and methodology
8. The theories of learning and/or socialization grounding the program
9. The demographic characteristics and number of new faculty
10. The contractual status of new faculty

The data captured through this template serves as the basic foundation for the subsequent in-depth framework analysis, particularly points six and seven of the template, since these present the onboarding practices, socialization tactics, and the reported outcomes. Therefore, after extracting the data with the review template, the analytical lens introduced at the close of chapter three is applied to code, organize, analyze the data.

### 4.5 Validity and Reliability

The issues of validity and reliability should be considered at two levels, namely that of the studies included in the review and that of the review procedure itself (Barnet-Page & Thomas, 2009). With regards to the review procedure, it is essential to clearly articulate the search protocol, so as to ensure the possibility of independent confirmation. However, this points towards a significant limitation of the present study, namely the individual basis upon which it proceeds. That is, without recourse to independent researchers working together to execute search protocols it is not possible to compare and challenge proposed inclusions. The study thus relies heavily on the critical acumen and discretion of a single author. In this regard, it is essential to describe the searching and screening processes as cogently as possible. Here the goal is to conform to what Bearman et al. describe as a good systematic review, one that "saves reproduction of literature searching, directs readers to quality literature and provides a formal synthesis of the research outputs" (2012, p. 634).

A further key point of concern is the application of a highly quantitative conceptual frame from organizational psychology to the chiefly descriptive research on faculty onboarding programs. As Bearman et al. (2012, p. 638) argue, "[s]ystematic reviews should be applied only when they can provide a valid means to summarise the literature". In this regard, the value of the synthesis lies not in demonstrating causal relationships between constructs, but rather in setting out a research agenda. Namely, the review interprets the descriptive language of the studies that report on faculty onboarding programmes so as to surface latent concepts for future empirical enquiry. In this way, the present study aims "to transform the data set that exists, with all of its inherent strengths and limitations, into a new conceptualization" (Thorne, 2008, p. 512).

A last issue relates to the methodological quality of the studies included in the review. As already mentioned, the research on faculty onboarding programs neither fully investigates causal relationships, nor aims to give voice to particular respondents. The articles under review do not pose any particular research questions, and are thus not instances of independent investigations to establish the impact of onboarding programs. Instead, faculty onboarding programs are described narratively by the scholars involved in facilitating them and may be understood as small case studies – though not case studies that answer any specific research questions. In this way, the articles under review simply present a descriptive outline of existing local practice, and thus do not have the specific aims of being valid, reliable, or transferrable to other contexts. Therefore, only very basic quality criteria are introduced in screening studies for inclusion. These are described in the following chapter.

# 5. Data and Analysis

## 5.1 Stage 1: Review Objective

The overarching review objective may be stated as follows:

> *To find, assess, and synthesize all studies that report on faculty onboarding programs in light of the practices and tactics they employ and their outcomes for staff and institutions.*

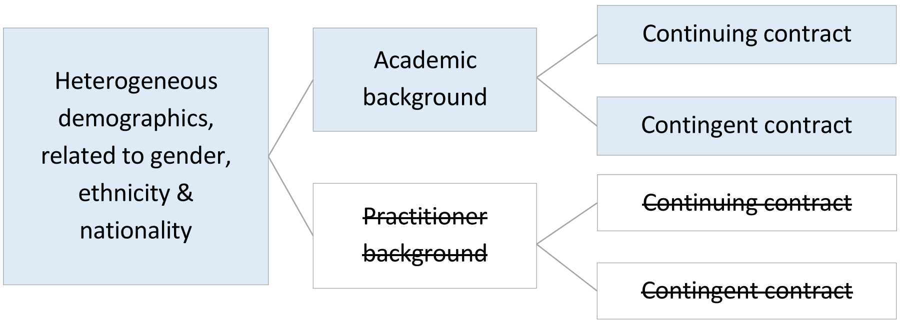
This statement functions as an orienting guide for the review. However, it is necessary to specify this objective more thoroughly. In this regard, it is common to use the 'PICo' mnemonic. Utilized when reviewing qualitative research, the PICo tool allows reviewers to narrow their objectives (Stern et al., 2014). The core elements of a PICo are: (1) Population, (2) phenomenon of Interest, (3) Context. The PICo for the present systematic review is presented in table 7 below.

| **Table 7: Population, phenomenon of interest, and context** | |
|---|---|
| **Population** | Newly hired university staff with a background in academia, as opposed to practitioners |
| **phenomenon of Interest** | Organized onboarding programs |
| **Context** | The global higher education landscape - tertiary education institutions around the world |

The 'phenomenon of interest' constitutes the core of the review, around which the 'population' and 'context' are defined. In this regard, the key concept is 'onboarding program', since it refers to initiatives instituted upon the initial hire of new staff that contain multiple onboarding practices. This serves as an important delimiter in the literature search, since it excludes other types of developmental support offered to faculty in the early-career period. Namely, general faculty professional development initiatives, and lone interventions.

With regards to the specified population, the distinction between academic versus practitioner backgrounds has already been introduced. With reference to the orienting framework presented in chapter two (section 2.1.2.v), the population under review in the present study is new academic appointees with a variety of demographic characteristics, employed on either continuing or contingent contracts. This population profile is presented in figure 4 below.

**Figure 4: Population under review**



Further, the term 'university' with regards to the 'university staff' population should also be clarified. The present review uses this term in the broadest sense, to refer to institutions offering tertiary or 'post-school' education. As such, it includes polytechnics, universities of applied science, colleges, and traditional comprehensive universities. This dimension of the reviewed population is broad out of necessity. Namely, an initial scoping database search revealed that limiting the review to studies from only one of these branches of tertiary education renders the research sample too small. However, care is taken to indicate the specific types of HEIs that provide data for the review.

The context under review is also broad, since the study spans across national borders. The rationale for this lies in a desire to develop a picture of faculty onboarding programs within the global higher education landscape, which has seen a marked increase in the use of contingent employment contracts. This breadth of scope has the added advantage of addressing a wider audience in stimulating future research. However, since the present review is limited to English-language publications, and the US higher education system has established English research publication dominance (Altbach, 2015), the review is likely to be skewed to the American context.

In sum, since the review centers on faculty onboarding programs, the review objective may be understood with reference to an hour-glass shape; broader at the top and bottom ends, but narrow with regards to the review focal-point.

## 5.2 Stage 2: Literature Search

In light of the review objective the database search is confined to peer-reviewed papers published in English-language journals between 1999 and 2018. In this way, Trowler and Knight's (1999) claim regarding the proliferation of institutionalized socialization tactics is tested with reference to the development of the HEI induction literature over time. Further, using a time-frame of two decades allows for a significant window onto HEI induction research, increasing the likelihood that trends may be observed.

### 5.2.1 Sources

The University of Tampere (UTA) database collection is utilized to search both the ProQuest and EbscoHost database repositories. Each of these repositories act as vendors, with access to multiple individual databases.

With regards to the social science orientation of the present review topic, the ProQuest 'Social Science Premium Collection' presents itself as an ideal assemblage of databases to explore. This collection spans eight databases, namely; *Criminology Collection; Education Collection; International Bibliography of the Social Sciences (IBSS); Library & Information Science Collection; Linguistics Collection; Politics Collection; Social Science Database; Sociology Collection*.

EbscoHost also offers a range of databases that are likely to yield results with regards to the present review topic. The following EbscoHost databases were searched: *Academic Search Premier; Business Source Elite; Communication & Mass Media Complete; eBook Academic Collection; Education Research Complete; Humanities International Complete; Regional Business News; Teacher Reference Center; ERIC*.

With regards to 'grey literature', the ProQuest Dissertations & Theses repository is also searched, with the aim of identifying PhD dissertations on the topic of faculty onboarding. In addition, for both the general ProQuest and EbscoHost searches, care is taken to request records from conference proceedings, government publications, institutional reports, and working papers.

### 5.2.2 Search Terms

Three separate yet interrelated search phases are designed and applied to the ProQuest, ProQuest Dissertations & Theses, and EbscoHost repositories. The search phases are intended to address different aspects of the population under review. Namely, while the first search phase is broadly oriented toward all new faculty, the second phase targets contingently employed faculty, and the last phase addresses historically disadvantaged or 'non-majority' faculty.

**Table 8: Three-phased approach to database search**

<table>
<tr><th></th><th>Population</th><th>Population search terms</th><th>&</th><th>Phenomenon search terms</th><th>X</th><th>Exclusions</th></tr>
<tr><td>1</td><td>All new faculty</td><td>new faculty OR new academic OR new academic faculty OR early career academic OR junior faculty</td><td rowspan="7">AND</td><td rowspan="7">induction OR socialization OR orientation OR onboarding OR support OR initial professional development</td><td rowspan="7">NOT</td><td rowspan="7">NOT library or librarian or libraries or librarians or librarianship<br>NOT nurse or nurses or nursing<br>NOT teacher educator NOT pharmacy or pharmacies or pharmacist or pharmacists<br>NOT medicine or medical or health<br>NOT student</td></tr>
<tr><td rowspan="3">2</td><td rowspan="3">All new contingent faculty</td><td>new contingent faculty</td></tr>
<tr><td>new contract researchers</td></tr>
<tr><td>new sessional faculty</td></tr>
<tr><td rowspan="3">3</td><td rowspan="3">All new non-majority faculty</td><td>underrepresented faculty OR minority faculty</td></tr>
<tr><td>new female faculty OR new female academics OR new women faculty OR new women academics</td></tr>
<tr><td>new international faculty OR new international academics</td></tr>
</table>

Within the second and third search phases there is a further level of specification, involving separate searches for each set of key terms. This specification is necessary, given (1) the variety of terms used to refer to contingent faculty and (2) the demographic heterogeneity among non-majority faculty. The results of these searches for each database are outlined below. A further practical limitation at this initial stage must be noted, regarding the volume of records returned for the searches. Namely, the reviewer's own discretion must be used to determine at which point to discontinue the manual scanning process. Given that the database search results are rendered in descending order of relevance, the reviewer elects to scan the first 700 search results at minimum, before discontinuing the process and proceeding to the following search.

### 5.2.3 Search Results

The key category for determining relevance at this point is whether or not the article reports on a faculty induction initiative of any kind. As table 9 reveals, a rather small body of relevant literature could be identified, particularly with regards to what may be termed 'special interest group' faculty (contingent and non-majority).

| Table 9: Database search results – Studies that report on a faculty induction initiative of any kind | | | | | | |
|---|---|---|---|---|---|---|
| **Search Phase** | | | **ProQuest** | **EbscoHost** | **Dissertations & Theses** | **Total** |
| **1** | All new faculty | | 20 studies identified as relevant | 8 studies identified as relevant | 3 studies identified as relevant | 31 |
| **2** | New contingent faculty | contingent | 0 | 0 | 0 | 0 |
| | | contract researchers | 0 | 0 | 0 | 0 |
| | | sessional | 1 relevant study identified | 0 | 0 | 1 |
| **3** | New non-majority faculty | underrepresented/ minority | 0 | 0 | 0 | 0 |
| | | women | 1 relevant study identified | 0 | 0 | 1 |
| | | internationals | 1 relevant study identified | 0 | 0 | 1 |
| | | | | | | Total: 34 |

## 5.3 Stage 3: Literature Selection and Justification

Having located all the studies reporting on some form of new faculty induction initiative, strict inclusion/exclusion criteria must be applied, so as to hone in on those studies that cover the PICo statement exactly. In this regard, the present focus on onboarding programs requires the exclusion of studies reporting on general developmental support offered to faculty in the early-career period. That is, onboarding is taken to refer to the year immediately subsequent to hiring, and targeted specifically at integrating the faculty member into their new workplace. Including studies that report on early-career support measures more generally would distort the focus of the present review away from its primary focus; initial workplace integration and adjustment.

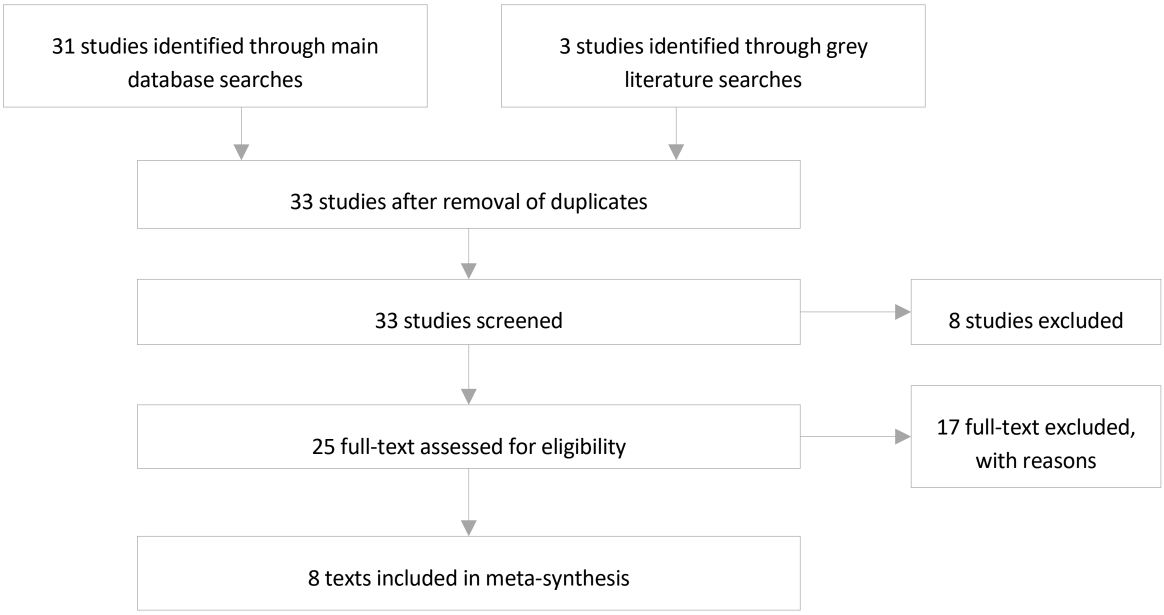
There is a further potential exclusion to be made, regarding studies that, rather than onboarding programs as a whole, report on singular interventions. While such singular interventions may provide insight regarding the kinds of practices that are enacted at HEIs, they do not capture the status of onboarding *programs*. As such, these kinds of studies are excluded from the analysis, but not from the initial reporting. That is, their broad characteristics are noted, before proceeding to the analysis of those studies that document onboarding programs specifically.

The inclusion statement thus reads as follows:

> *A study must report on an established onboarding program with a duration ranging from one semester or longer, targeted at faculty in their first year of employment, and aiming to facilitate the newcomers' transition into the new workplace.*

Any studies which don't meet *all* of these criteria are excluded from the review. In this regard, it is also important to consider the exclusion process. All studies related to practitioners transitioning from industry or some other professional background are excluded from the present analysis. The flowchart in figure 5 below illustrates the literature screening process, which yielded a total of 8 studies for inclusion. The full collection of 34 studies, along with basic annotations regarding study exclusions, is presented in Appendix B for verification.

**Figure 5: Flowchart of literature screening process**




*Adapted from Moher et al., 2009 & Pejcinovic, 2014*

In sum, the screening process revealed 1 duplication and 8 studies that clearly violated the inclusion criteria. This left 25 studies for fine-combed analysis, after which 17 studies were identified for further exclusion. Thus, 8 studies were identified for review. While this constitutes a small sample size, there is precedent to support this. That is, a recent issue of *Higher Education Theory and Practice* has published a systematic review with a similarly small range, namely 7 articles (Luna, 2018). It further stands to reason that smaller sample sizes may be appropriate when reviewing literature from an emerging field of study, such as faculty onboarding. Indeed, the aforementioned article by Luna (2018) reviews mentoring initiatives for online sessional faculty – a new and highly under-researched area.

Of the further 17 excluded studies, 7 report on mentoring programs, 8 report on skills development programs, and 2 report on interventions within the framework of the UK's mandated Postgraduate Certificate in Education (PGCert) for university lecturers. While such singular interventions may form a *part* of onboarding programs, they do not *constitute* such programs and are thus omitted from the present in-depth analysis. However, it is worthwhile to note some of the basic characteristics of these excluded studies.

Of the 8 skills development programs, 5 focus on developing teaching skills, while the other 3 focus on research skills. Almost all of the skills development programs are targeted at faculty within the early-career period more generally, while 2 out of the 8 aim specifically at faculty in their first year of employment (1 for research and 1 for teaching). The 2 programs connected to the UK-based PGCert courses are aimed at helping newcomers develop strategies for negotiating the professional transition towards becoming an educator. The PGCert is specifically focused on developing the educational role of academics. For an analysis of faculty development practices related to professional skills, the reader is directed to the recent systematic review on this topic by Phuong et al. (2018).

Regarding the mentoring programs, 6 out of the 7 focus on the broad integration of junior faculty into the social fabric of the university, while 1 focuses on developing mentees' research skills specifically. Further, 3 out of the 7 programs target the early-career period generally (included in this is the one providing mentoring for research skills), while another 3 aim at supporting newly hired faculty specifically, and for 1 it is not clear whether the mentoring is targeted at first year faculty or the general early-career period. Finally, 3 of the 7 mentoring programs address non-majority faculty populations, namely women, ethnic minorities, and international faculty. Future research may usefully review the use of HEI mentoring programs in addressing the integration and support of non-majority faculty.

## 5.4 Stage 4: Meta-synthesis

The eight reviewed studies are presented below. This presentation entails an initial basic analysis, in which the broad characteristics of the studies are extracted. Thus, the review template is applied to each study individually, so that the relevant data may be discussed together for a baseline comparison. The completed review templates may be found in Appendix C. Thereafter, the analytical lens is used as a framework for coding the data. These initial results may also be found in Appendix C. Finally, each aspect of the results, related to the IWG typology, socialization tactics typology, and socialization outcomes-framework, are outlined.

### *5.4.1 Overview of Reviewed Research: Baseline comparison*

Firstly, some initial observations about the sample. Six studies are from the US (75%), while Australia and New Zealand each represent the remaining two. Almost all of the studies report on cross-campus (institution level) onboarding programs, except for one US program at the college/faculty level. Further, despite conducting a three-phased database search dedicated to gathering research on faculty onboarding for 'non-majority' faculty, no programs identified for inclusion were specifically sensitive to demographic issues. It appears that the onboarding practice of mentoring may likely be the most prevalent location for addressing issues of diversity related non-majority faculty, though this constitutes a different review topic.

Finally, only one of the included studies reports on an initiative for a category of contingent staff, namely sessional lecturers. This Australian study draws on a national framework for supporting sessional faculty (Luzia & Harvey, 2013), established in response to findings from a large publicly funded research project outlining the contribution of sessional teachers to higher education (Percy et al., 2008). However, no onboarding programs for contract researchers, graduate assistants, or postdoctoral appointees were identified. It appears that certain national-level priorities may need to be set before these sub-groups within the population of contingent faculty will receive adequate attention and support (cf. Harvey, 2016). Table 10 below presents basic comparative data for the eight studies which met the full set of inclusion criteria.

#### I. THE ONBOARDING PROGRAMS: BASIC COMPONENTS

The studies document onboarding programs with a variety of components. Welch's (2002) 1-year program consists in three parts, a 1-week orientation, weekly workshop sessions in the first semester, and a closing weekend seminar at the end of the academic year. Horton and Hintz (2002) document a 3-year program which also has three elements, though different to Welch's. Namely, their program consists in a 3-day orientation period, during which a senior mentor is assigned to each newcomer. This relationship is closely monitored by the program administrators, who also administer workshops for newcomers in the second semester (the exact amount is not specified).

| Table 10: The study sample | | | | | | | |
|---|---|---|---|---|---|---|---|
| **#** | **Year** | **Article** | **Authors** | **Journal** | **Country** | **Scope** | **Type of HEI** |
| **1** | 2002 | A new faculty orientation program: Building a core of new faculty to shape the future of the college | Welch, G. F. | New Directions for Community Colleges | USA | Cross-campus | Two-year community college |
| **2** | 2002 | The new faculty orientation and mentoring program: A strategic approach. | Horton, J. A.; Hintz, S. S. | Northern Virginia Community College Institutional Report | USA | Cross-campus | Two-year community college |
| **3** | 2008 | Supporting new scholars: a learner-centered approach to new faculty orientation | Cullen, R.; Harris, M. H. | Florida Journal of Educational Administration & Policy | USA | Cross-campus | Comprehensive state university |
| **4** | 2010 | Mentoring successful teacher-scholars | Schechner, S.; Poslusny, M. | The Journal of Faculty Development | USA | College-level | Small private university |
| **5** | 2013 | An investment in new tenure-track faculty: A two-year development program | Thomas, J.; Goswami, J. S. | The Journal of Faculty Development | USA | Cross-campus | Public research university |
| **6** | 2013 | Sessional academic success: A distributed framework for academic support and development. | Hamilton, J.; Fox, M.; McEwan, M. | Journal of University Teaching & Learning Practice | AUS | Cross-campus | Public research university |
| **7** | 2016 | Undergraduate students as partners in new faculty orientation and academic development | Cook-Sather, A. | International Journal for Academic Development | USA | Cross-campus | Two private liberal arts colleges working in concert |
| **8** | 2018 | Surviving the First Year: New Academics Flourishing in a Multidisciplinary Community of Practice with Peer Mentoring | Kensington-Miller, B. | Professional Development in Education | NZ | Cross-campus | Comprehensive public university |

Cullen and Harris (2008) preside over a 1-year program, which entails a 1-week orientation period accompanied by an unspecified number of social events. Thereafter there are weekly workshop meetings throughout the year. Schechner and Poslusny (2010) administer a 3-year program, consisting in three workshops per semester throughout the three years, as well as four formal lunches. The first workshop is a general orientation. Theirs is the only study administered at the faculty-level, namely by the Dean and Assistant Dean themselves.

All the other programs are administered centrally, though the study by Hamilton et al. (2013) emphasizes department-level coordination. That is, Hamilton et al. (2013) report on a 1-year program for sessional academics, involving a general orientation (though no time-frame is stipulated here), five initial workshops related to key professional skills, a voluntary career development workshop, and the provision of continued support from a department-based sessional academic coordinator.

Thomas and Goswami (2013) run a 2-year program which entails weekly (1st semester) and later bi-weekly (2nd semester) workshops accompanied by networking lunches at each session, as well as the provision of a dedicated mentor. In the third semester the administrators host monthly lunches between the newcomers and their mentors, and the year closes with the submission of a capstone project. Cook-Sather (2016) documents a unique 1-semsester student-partnership approach to integrating new faculty. It consists in pre-semester syllabus planning sessions with students, a 1-hour orienting student panel discussion before classes, weekly developmental workshops, and the provision of a student partner throughout the first semester (the partnership may be extended for another semester). Finally, Kensington-Miller (2018) reports on a semester-long program subsequent to the completion of a 3-day orientation. It consists in bi-weekly workshop meetings, interspersed with peer-mentoring meetings, throughout the first semester.

Only two out of the eight studies (Horton & Hintz, 2002; Welch, 2002) elaborate the content of their initial orientation sessions, while four either only mention or touch on the existence of these orientations (Cullen & Harris, 2008; Hamilton et al., 2013; Kensington-Miller, 2018; Schechner & Poslusny, 2010). Further, two studies (Cook-Sather, 2016; Thomas & Goswami, 2013) do not mention a general orientation program at all. However, it should be noted that this absence does not preclude the existence of such programs, but merely highlights a limitation of the present review project. Namely, it can only proceed from the data presented in the studies themselves. The present study is thus limited by the depth of reporting within the sampled studies.

### II. Summary: Program components

The most commonly reported practice is workshop-style meetings either in the initial orientation period or on a continued basis (8/8), then orientation programs of varying length (6/8), then some form of individual attention or guidance from peers, seniors, or student partners (5/8), and finally social contact through events or lunches (3/8). The variation in program duration ranges from one semester to three years. The most common are 1-year programs (3/8), while there are two 3-year programs and two 1-semester programs, and just one 2-year program. Table 11 below provides a comparative summary of these components.

| Table 11: Onboarding program components and duration | | | | | | | |
|---|---|---|---|---|---|---|---|
| **#** | **Program** | **1 semester** | **2 semesters** | **3 semesters** | **4 semesters** | **5 semesters** | **6 semesters** |
| **1** | Welch (2002)<br>1 year | (1) 1-week orientation<br>(2) $1^{st}$ semester weekly workshops | (3) Closing weekend seminar | | | | |
| **2** | Horton & Hintz (2002)<br>3 years | (1) 3-day orientation<br>(2) Assigned mentors | (mentor relationship continues)<br>(3) Some workshops | (mentor relationship continues) | (mentor relationship continues) | (mentor relationship continues) | (mentor relationship continues) |
| **3** | Cullen and Harris (2008)<br>1 year | (1) 1-week orientation with social events<br>(2) Weekly workshops | (weekly workshops continue) | | | | |
| **4** | Schechner and Poslusny (2010)<br>3 years | (1) 3 workshops per semester<br>(2) $1^{st}$ year lunch with 2nd year Faculty | (workshops continue)<br>+ $1^{st}$ year lunch with 3rd year Faculty | (workshops continue)<br>+ $2^{nd}$ year lunch for $1^{st}$ year faculty | (workshops continue)<br>+ $2^{nd}$ year lunch with teaching award winner | (workshops continue) | (workshops continue)<br>+ $3^{rd}$ year lunch for $1^{st}$ year faculty |
| **5** | Thomas and Goswami (2013)<br>2 years | (1.1) Weekly workshops<br>(2.1) Networking lunches at each workshop | (1.2) Bi-weekly workshops<br>(2.2) Networking lunches<br>(3) Assigned mentor | (monthly lunches with mentors) | (mentorship relationship continues)<br>(4) Capstone project | | |
| **6** | Hamilton et al. (2013)<br>1 year | (1) General orientation<br>(2) 5 skills workshops<br>(3) Voluntary career development workshop | (4) Continued support from a department-based coordinator | | | | |
| **7** | Cook-Sather (2016)<br>1 semester | (1) Pre-semester syllabus planning<br>(2) 1-hour student panel (3) Weekly workshops (4) Student partnership | (option to extend student partnership into $2^{nd}$ semester) | | | | |
| **8** | Kensington-Miller (2018)<br>1 semester | (1) 3-day orientation<br>(2) Bi-weekly workshops (3) Peer-mentoring | | | | | |

## III. The onboarding programs: Broader characteristics

The authors of the studies draw on a wide variety of factors in contextualizing their onboarding programs, though two broad strategies are employed. On the one hand, six out of the eight studies refer to extant research documenting ECA's dissatisfaction with their working environments and the generally poor support offered to new faculty. The other two studies document onboarding programs that emerged out of the immanent retirement (in the late 1990's and early 2000's) of large cohorts of 'baby boomer' faculty at two US community colleges.

In all eight cases, the study authors are directly affiliated with the documented onboarding programs. There is however a clear conflict of interest between executing a program and evaluating it. That is, personal investments in the project may lead to researchers overstating benefits, or underplaying shortcomings. This is a limitation in the research. Only three out of the eight studies refer to tactics aimed at overcoming possible bias, though these tactics cannot fully overcome this issue. Namely, two studies rely on anonymous surveys for feedback (Schechner & Poslusny, 2010; Thomas & Goswami, 2013), and one study relies on an independent researcher to interview participants and conduct a focus group (Kensington-Miller, 2018). While the other reported programs may rely on similar strategies, this aspect is not specifically mentioned in any of the other five articles.

With regards to program aims, two programs have the primary aim of making newcomers feel welcome so as to facilitate their overall integration into the HEI (Schechner & Poslusny, 2010; Welch, 2002). Another study has the specific aim of creating a sense of collegiality and community among a multidisciplinary group of newcomers, so as to facilitate intra- and inter-faculty collaboration (Cullen & Harris, 2008). Taking a similar perspective, another study aims to create a supportive environment outside disciplinary and departmental confines (Kensington-Miller, 2018). The study by Cook-Sather (2016) aims to support the identity development of new faculty though sustained student-faculty partnerships, also outside disciplinary confines. These five studies target newcomers' overall integration into their HEIs. However, yet another study emphasizes the need to integrate new hires into their specific working units/departments (Hamilton et al., 2013). This is contextualized with reference to the generally poor integration of contingent academics (sessional lecturers). Another program has the aim of furnishing newcomers with an immediate sense of being valued, which is connected to the purposes of enhancing faculty job satisfaction, productivity, and retention (Horton & Hintz, 2002). Finally, one study emphasizes newcomers' productivity as its main aim, though this is connected with ensuring that the new hires achieve positive tenure evaluations (Thomas & Goswami, 2013).

Further, only two of the eight studies connect their programs to any particular theory of learning and/or socialization, namely the theory of learning organizations (Cullen & Harris, 2008), and the theory of situated learning (Kensington-Miller, 2018). However, in the latter study, situated learning theory features more implicitly, since the documented onboarding practices (communities of practice and peer mentoring) are themselves grounded in this theory. With regards to program evaluation, the eight studies use three techniques and a wide variety of success indicators. Regarding techniques, six of the eight studies cite the use of post-program surveys, while only two of these are specified as anonymous. The two studies using anonymous surveys outline the survey questions themselves; One reports the result of only one of the survey questions related to overall quality and satisfaction (Schechner & Poslusny, 2010), the other reports the results of each question (Thomas & Goswami, 2013). The outcomes of the latter survey relate to newcomers' acquisition of knowledge and skills surrounding the use of institutional resources, teaching, and research funding. The other four studies do not report their survey questions, though three report on the overall positive nature of survey responses. The main success indicator considered for post-program surveys is whether participants are satisfied with the programs' overall quality (Hamilton et al., 2016; Horton & Hintz, 2002; Welch, 2002). The study by Cullen and Harris (2008) mentions a survey, but omits discussion of survey outcomes, focusing instead on the outcomes of post-program interviews.

Thus, another technique for eliciting feedback is post-program interviews, which are used by two of the eight studies. Cullen and Harris (2008) interview participants two years after the program to gauge whether they collaborate amongst each other both within and across their colleges/faculties. They also track newcomers' use of the Faculty Center's services as an indication of its value for them. Kensington-Miller (2018) uses an independent researcher to conduct semi-structured open-ended interviews in the immediate post-program period. This independent researcher also conducts a focus group with four participants, which constitutes the third and final evaluation technique. In this study, success factors are treated as emergent, examples of which are greater role clarity and a wider view of the organizational structure of the HEI (Kensington-Miller, 2018). Only one study presents no evaluation technique, namely Cook-Sather (2016), offering only anecdotal evidence related to participants' identity development, which is possibly related to increased self-efficacy. Other cited success indicators are retention (Horton & Hintz, 2002; Schechner & Poslusny, 2010; Thomas & Goswami, 2013), collegiality (Welch, 2002), and productivity related to grant writing and conference presentations (Thomas & Goswami, 2013). Two studies report anecdotal evidence regarding their programs' impact on recruitment, an unexpected outcome in both cases (Schechner & Poslusny, 2010; Thomas & Goswami, 2013).

Only half of the studies make any mention of the specific demographics of incoming faculty, though the intersections among demographic markers are not noted, and neither are their possible impacts on newcomers' experiences of the programs (Cullen & Harris, 2008; Kensington-Miller, 2018; Schechner & Poslusny, 2010; Thomas & Goswami, 2013).

### IV. Summary: Broader characteristics

Most of the studies draw on literature rather than institutional data to justify the creation of Faculty onboarding programs, and most of the studies do not explicitly address their conflict of interest or possible bias. Most studies are not grounded in a theory of learning and/or socialization, and only half present demographic data for newcomers. However, neither demographic intersections nor their possible impact on participants' onboarding experiences are considered. Further, studies have a wide variety of aims, such as welcoming, enhancing productivity, encouraging collegiality, supporting identity formation, and facilitating collaboration. Overall, most studies seek to connect newcomers within and/or across faculties rather than at department-level. Almost all the studies conduct some form of program evaluation, the most common of which are participant surveys, where participant satisfaction is the most common success indicator. Table 12 below provides a comparative summary of these points.

| Table 12: Basic comparative data for the review sample | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **#** | **Author(s) & program duration** | **Justification** | **Conflict of interest** | **Theory of learning** | **Program aims** | **Evaluation techniques** | **Success indicators** | **Newcomer demographics** |
| **1** | Welch (2002) 1 year | Institutional data (retirement) | Not addressed | None | Welcome & integrate | Survey | (1) Overall positive rating (2) Anecdotes of collegiality among newcomers | None mentioned |
| **2** | Horton & Hintz (2002) 3 years | Institutional data (retirement) | Not addressed | None | Value newcomers, so as to enhance job satisfaction, productivity and retention | Survey | (1) Overall positive rating (2) Retention rate of one incoming cohort | None mentioned |
| **3** | Cullen and Harris (2008) 1 year | Literature reporting on ECA dissatisfaction & disappointment | Not addressed | Senge (1990) | Creating a sense of community to facilitate intra- and inter-college collaboration | (1) Survey (2) Interviews | (1) Rates of newcomer collaboration (2) Newcomer use of Faculty Center services | (1) Gender ratio (2) Ethnicity |
| **4** | Schechner and Poslusny (2010) 3 years | Literature reporting on poor preparation grad-school offers for faculty roles | Partially addressed: Anonymous surveys | None | Welcome & integrate | Anonymous survey | (1) Overall positive rating (2) Retention rate over 3 years (3) Recruitment | *Ethnicity implied through mention of recruitment of first African American faculty* |
| **5** | Thomas and Goswami (2013) 2 years | Literature reporting on ECA dissatisfaction & disappointment | Partially addressed: Anonymous surveys | None | Facilitate new hires' productivity, so as to progress toward tenure | (1) Anonymous survey (2) Task performance - capstone projects | (1) Acquisition of knowledge and skills (2) Productivity (3) Retention rate over 3 years (4) Recruitment | (1) Gender ratio (2) Ethnicity |
| **6** | Hamilton et al. (2013) 1 year | Literature reporting on limitations of the support offered to sessional lecturers | Not addressed | None | Support integration and professional development of new & experienced sessional lecturers in the context of their departments | Survey | (1) Overall positive rating (2) Self-efficacy (3) Addressing common issues faced by sessional lecturers related to isolation & lack of professional development | None mentioned |

| # | Author(s) | Justification | Conflict of interest | Theory of learning | Program aims | Evaluation techniques | Success indicators | Newcomer demographics |
|---|---|---|---|---|---|---|---|---|
| **7** | Cook-Sather (2016)<br>1 semester | Literature reporting on growing complexity of academic roles and the author's personal emphasis on student engagement | Not addressed | None | Support identity development outside disciplinary confines | No documented evaluation | Self-efficacy | None mentioned |
| **8** | Kensington-Miller (2018)<br>1 semester | Literature reporting on the limitations of typical HEI induction | Partially addressed: Independent researcher used for interviews and focus group | Wenger (1998) | Support faculty outside the context of their departments | (1) Post-program interviews<br>(2) Focus group (*independent researcher)* | Emergent indicators from participants' views:<br>Role clarity, value of networking, a sense of belonging, support and enjoyment, institutional knowledge | (1) Gender ratio<br>(2) Nationalities (not ethnicities) |

### *5.4.2 Coding & Analysis: Practices, Tactics, and Outcomes*

The present section translates the data from the completed review templates in Appendix C into the categories of the analytical frame presented at the close of chapter three. The first phase applies the IWG typology of onboarding practices (Klein & Heuser, 2008; Klein & Polin, 2012; Klein et al., 2015), phase two applies the socialization tactics typology (Jones, 1986; van Maanen & Schein, 1979), and finally phase three applies the socialization outcomes-framework (Bauer & Erdogan, 2012; Chao, 2012; Klein & Heuser, 2008).

#### I. ONBOARDING PRACTICES

Regarding the IWG typology and the reported HEI practices, four initial observations need to be accommodated in the coding process. Firstly, the IWG typology locates professional development planning at the level of 'inform-resources', referring to the practice of providing newcomers with an initial growth plan upon hire. However, the reviewed studies demonstrate that in the higher education context professional development planning is treated as an issue for continuous guidance, addressing it through workshop sessions throughout the onboarding period.

Secondly, the IWG typology confines work-related training to the broader 'inform' category, while the HEI literature revealed two distinct kinds of training, one related to informing and orienting newcomers and the other to longer-term professional development. The latter form of training is more appropriately framed within the 'guide' category. Thus, the placement of some of the practices in the typology is altered to fit the HEI data. However, this alteration is descriptive rather than prescriptive, meaning that it merely reflects the HEI data. First, career planning support is reframed as a guidance issue, and second, the practice of training is split into two components; orientation training and continuous training. The latter is placed within the 'guide' category of the IWG typology, while the former is framed as an 'inform' practice.

A third issue concerns orientation programs, which constitute one element of onboarding. The IWG typology locates such programs at the inform-train level, though the HEI data revealed that orientation programs typically also entail the provision of support related to resources and communication with newcomers. Thus, while orientation programs would involve training, they also involve communication practices and resource provision. In this way, the presence of a well-elaborated orientation increases the amount of practices reported at these other sub-levels. This insight hints at a possible conceptual error in the IWG typology, whereby the broader 'inform' category is mislabeled and should be reconceptualized. This issue is elaborated on in the closing chapter of the present study.

Finally, one of the HEI practices was particularly difficult to interpret with reference to the IWG typology, namely the use of student partnerships in pre-semester syllabus planning (Cook-Sather, 2016). These sessions between students and incoming faculty seem to straddle different aspects of the typology, while also partially falling outside it. Namely, while they involve communication with the new hire (inform), they also entail an aspect of ongoing assistance (guidance). Further, the emphasis on students serving this function rather than HEI staff falls outside the traditional framework for onboarding. In a business context, this might entail meeting with a firm's clients or customers before commencement of the work-period. In this way, the practice appears to be communicating a value-laden message to newcomers about the role of students within the institution, aimed at both informing and guiding the newcomers' attitudes and behaviours. As such, this practice is located at the 'inform-communicate' level, and points towards an interesting expansion of this category. Namely, initial communication with newcomers involving the transmission of values. This aligns with a point raised by Klein and Polin (2012, p.269), asserting that the provision of realistic job previews is an example of information provision. In total, 28 distinct onboarding practices were identified in the sample, two fewer than the initial 29 suggested by Klein and Polin (2012) in the business context. These are outlined in table 13.

**Table 13: Inform-Welcome-Guide practices reported in the sample**

| **Practice category** | | **Proposed practices** | **Practices present in the reviewed studies** | **Studies citing the specific practice** |
|---|---|---|---|---|
| **1.1** | *Inform – communicate* | 1. Individual meeting with a senior leader<br>2. Q&A session between newcomers and leadership<br>**3. Manager sets aside time to meet newcomer***<br>4. **Contact with an HR representative*** | **1. Initial meeting with senior leadership****<br>**2. Initial meeting with manager at department-level****<br>3. Initial meeting with mid-level leadership<br>4. HEI human resources policies communicated<br>5. Panel discussion with previous newcomers<br>6. Panel discussion with students<br>7. Pre-semester syllabus planning | 1. x3 = Welch (2002); Horton & Hintz (2002); Cullen and Harris (2008)<br>2. x3 = Welch (2002); Horton & Hintz (2002); Cullen and Harris (2008)<br>3. x2 = Cullen and Harris (2008); Schechner and Poslusny (2010)<br>4. x2 = Horton & Hintz (2002); Hamilton et al. (2013)<br>5. x1 = Welch (2002)<br>6. x1 = Cook-Sather (2016)<br>7. x1 = Cook-Sather (2016) |
| **1.2** | *Inform – resources* | **1. Show newcomer how to use webservices***<br>2. Provide webservices specifically for newcomers<br>3. Provide an initial development plan for newcomer, outlining growth opportunities<br>4. Provide a glossary of terms specific to firm<br>5. Provide list of relevant names & contact numbers<br>**6. Prepare newcomer's workspace (supplies, materials, equipment)*** | **1. Show newcomers how to use the HEI's webservices****<br>2. Introduce newcomers to their office spaces<br>3. Assist newcomer with employee paperwork<br>4. Newcomers provided with online and/or hardcopy resources related to their role<br>5. Newcomers receive a year subscription to a specific academic journal<br>**6. Central office positioned as source of information and support**** | 1. x5 = Welch (2002); Horton & Hintz (2002); Schechner and Poslusny (2010); Thomas and Goswami (2013); Hamilton et al. (2013) [3rd most common]<br>2. x1 = Welch (2002)<br>3. x2 = Welch (2002); Horton & Hintz (2002)<br>4. x1 = Hamilton et al. (2013)<br>5. x1 = Horton & Hintz (2002)<br>6. x4 = Cullen and Harris (2008); Thomas and Goswami (2013); Cook-Sather (2016); Kensington-Miller (2018) [tied for 4th place] |

**Practices with one asterisk are those most frequently cited in the Klein et al. (2015) research sample.*
***Practices with two asterisks are the most frequently cited in the HEI sample.*

| | Practice category | Proposed practices | Practices present in the reviewed studies | Studies citing the specific practice |
|---|---|---|---|---|
| **1.3** | *Inform – train* | 1. Present an employee video<br>2. Have newcomer observe more experienced peers<br>3. Provide on-the-job training<br>**4. <u>Tour the facilities*</u>**<br>**5. <u>Offer a group newcomer orientation program*</u>**<br>6. Offer an online orientation program<br>7. Have senior colleagues who are experienced in certain tasks & procedures give presentations | **1. <u>Offer a group newcomer orientation program**</u>**<br>**2. <u>Tour the facilities**</u>**<br>**3. <u>Training in the early orientation period, related to teaching and learning, and administrative matters**</u>**<br>4. Skilled senior academic invited to speak with newcomers | 1. x6 = Welch (2002); Horton & Hintz (2002); Cullen and Harris (2008); Schechner and Poslusny (2010); Hamilton et al. (2013); Kensington-Miller (2018) [2nd most common]<br>2. x3 = Welch (2002); Horton & Hintz (2002); Schechner and Poslusny (2010)<br>3. x3 = Welch (2002); Horton & Hintz (2002); Hamilton et al. (2013)<br>4. x2 = Schechner and Poslusny (2010); Kensington-Miller (2018) |
| **2** | Welcome | **1. <u>Senior leader provides a personalized welcome via call, email, or letter*</u>**<br>**2. <u>Direct manager provides personalized welcome via call, email, or letter*</u>**<br>3. Announce arrival of newcomers via email, website, or newsletter<br>4. Have a gathering (meeting/lunch) for newcomers to meet colleagues<br>5. Host a workplace social event<br>6. Offer exercises in getting to know colleagues<br>7. Throw a newcomer welcome celebration<br>8. Host a family-based social event outside workplace<br>9. Send firm merchandise to newcomer's home | 1. Facilitate meeting colleagues and other newcomers<br>2. Off-campus social events for families for all staff connected to incoming cohort<br>3. Formal lunches between newcomers and previous newcomers<br>4. Regular lunches between newcomers | 1. x2 = Welch (2002); Horton & Hintz (2002)<br>2. x1 = Cullen and Harris (2008)<br>3. x1 = Schechner and Poslusny (2010)<br>4. x1 = Thomas and Goswami (2013) |

**Practices with one asterisk are those most frequently cited in the Klein et al. (2015) research sample.*
***Practices with two asterisks are the most frequently cited in the HEI sample.*

| | Practice category | Proposed practices | Practices present in the reviewed studies | Studies citing the specific practice |
|---|---|---|---|---|
| **3** | Guide | 1. Assign a mentor above newcomer's direct manager<br>**2. Assign a buddy to newcomer***<br>3. **Make a welcome-coordinator available to newcomer as a primary point of contact*** | 1. **Experienced faculty as mentors***<br>2. Peer mentoring<br>3. Use of student-faculty partnerships<br>4. **Career planning workshops****<br>5. Career planning meeting with manager<br>6. **Regular workshops for newcomers related to knowledge, skills development, and peer-networking****<br>7. Specific individuals positioned as coordinators available to help | 1. x4 = Horton & Hintz (2002); Schechner and Poslusny (2010); Thomas and Goswami (2013); Hamilton et al. (2013) [tied for 4th place]<br>2. x2 = Schechner and Poslusny (2010); Kensington-Miller (2018)<br>3. x1 = Cook-Sather (2016)<br>4. x4 = Horton & Hintz (2002); Schechner and Poslusny (2010); Hamilton et al. (2013); Kensington-Miller (2018) [tied for 4th place]<br>5. x1 = Cullen and Harris (2008)<br>6. x7 = Welch (2002); Horton & Hintz (2002); Cullen and Harris (2008); Schechner and Poslusny (2010); Thomas and Goswami (2013); Cook-Sather (2016); Kensington-Miller (2018) [1st most common]<br>7. x2 = Schechner and Poslusny (2010); Hamilton et al. (2013) |
| | | TOTAL: 29 | TOTAL: 28 | |

**Practices with one asterisk are those most frequently cited in the Klein et al. (2015) research sample.*
***Practices with two asterisks are the most frequently cited in the HEI sample.*

While there is a great deal of conceptual overlap between the three 'inform' categories in both the business and HEI contexts, the shrinking of the 'welcome' category and the expansion of the 'guide' category from the business to the HEI context is most striking. This indicates a general lack of attention devoted to the socio-emotional needs of new faculty, in favor of an emphasis on assistance at the level of guidance. However, of the reported HEI guidance practices, one frequently cited practice entails mentoring from senior faculty, which may also serve an important socio-emotional function, as suggested by one of the studies (Horton & Hintz, 2002). Thus, while practices in the welcome category are infrequently reported in the sample, the socio-emotional support function associated with such practices may be at least partially addressed through the specific guidance practice of mentorship.

The results also show that one kind of guidance practice is the most common among all practices cited in the sample, with seven out of the eight studies reporting on the use of regular workshops throughout the onboarding period, related to knowledge, skills development, and peer-networking. Further, one study (Hamilton et al., 2013) reports on the use of a department-level sessional academic coordinator to facilitate ongoing support, which also includes practices such as this one (regular workshops). However, these practices are mentioned but not detailed in the Hamilton et al. (2013) study, and thus not included in the present analysis. The inform-training practice of offering *initial* orientation training is, however, detailed by Hamilton et al. (2013).

The inform-train practice of offering a group orientation program is the second most common, with six out of eight studies reporting this practice. However, only two studies (Horton & Hintz, 2002; Welch, 2002) provide elaborated detail on these programs, resulting in an observable over-all increase in practices within the other two inform categories in these studies. This suggests that the practice of providing an orientation program should be reconceptualized as a category – further discussion of this insight is presented in chapter six.

Showing newcomers how to use the HEI's webservices is the third most common, with five studies citing this inform-resources practice. Thereafter the two guidance practices of (1) using experienced faculty as mentors, and (2) career planning workshops are tied for fourth place, along with (3) the resource provision practice of positioning a central office as a source of information and support, with four studies reporting these three practices.

Then, there are a few practices that are each cited three times. In the inform-communicate category, these are (1) an initial meeting with senior leadership and (2) an initial meeting with one's department-level manager (head of department). In the inform-train category, these practices are (1) touring the facilities and (2) training in the early orientation period, related to teaching and learning, and administrative matters. Finally, no specific welcoming practice is cited more than once or twice, though five out of the eight studies reports at least some form of welcoming practice.

In sum, the sample demonstrates a high reliance on continued guidance throughout the onboarding period, focused on knowledge and skills development and mentorship support. Information provision plays an over-all secondary role, with inform-resources and inform-training tied for second in terms of amount of practices cited, and inform-communicate in third place. The frequency of specific welcoming practices is negligible. Table 14 below summarizes these points, showing that ten specific practices are relatively frequently cited.

**Table 14: Faculty onboarding practices in descending order of frequency**

| | Faculty onboarding practices | Frequency | IWG category |
|---|---|---|---|
| 1 | Regular workshops for newcomers related to knowledge, skills development, and peer-networking | x7 | Guide |
| 2 | Offer a group orientation program | x6 | Inform-train |
| 3<br>4 | Show newcomers how to use the HEI's webservices<br>Central office positioned as source of information and support | x5<br>x4 | Inform-resources |
| 5<br>6 | Experienced faculty as mentors<br>Career planning workshops | x4 | Guide |
| 7<br>8 | Tour the facilities<br>Training in the early orientation period, related to teaching and learning, and administrative matters | x3 | Inform-train |
| 9<br>10 | Initial meeting with senior leadership<br>Initial meeting with manager at department-level | x3 | Inform-communicate |

Assigning a numerical value of '1' to each onboarding practice, it is possible to illustrate the frequency of each IWG practice category, both overall and per study. Table 15 below demonstrates the significant priority accorded to guidance practices in the sample, which is reported almost twice as frequently than the second most cited practice categories (inform-train and inform-resources). Further, inform-resources practices are spread more evenly across the sample, while inform-train practices are less evenly spread but slightly more concentrated in some studies. The same slight concentration can be observed for inform-communicate practices, while welcome practices are the least well spread across the sample and are also not concentrated in particular studies.

**Table 15: Frequency of practices per study and per IWG category**

| | Inform-communicate | Inform-resources | Inform--train | Welcome | Guide | **TOTAL per study:** |
|---|---|---|---|---|---|---|
| Welch (2002) | 3 | 3 | 3 | 1 | 1 | **11** |
| Horton & Hintz (2002) | 3 | 3 | 3 | 1 | 3 | **13** |
| Cullen & Harris (2008) | 3 | 1 | 1 | 1 | 2 | **8** |
| Schechner & Poslusny (2010) | 1 | 1 | 3 | 1 | 5 | **10** |
| Thomas & Goswami (2013) | 0 | 2 | 0 | 1 | 2 | **5** |
| Hamilton et al. (2013) | 1 | 2 | 2 | 0 | 3 | **8** |
| Cook-Sather (2016) | 2 | 1 | 0 | 0 | 2 | **5** |
| Kensington-Miller (2018) | 0 | 1 | 2 | 0 | 3 | **6** |
| **TOTAL per IWG category:** | **13** | **14** | **14** | **5** | **21** | |

The guide and inform-resources categories feature in each study in the sample, and are thus the most well-spread categories. However, the comparatively higher number of specific guide practices within most of the studies means that such practices have the highest frequency. Further, the slightly poorer spread of inform-train practices is off-set by the greater number of specific inform-train practices reported in some studies. This results in an even number of inform-resources and inform-train practices in the sample, while the inform-train category is less well-spread. Then, the inform-communicate category ties with the inform-train category for spread, while in terms of practices this category is slightly less frequently cited than the other two inform categories. Finally, the welcome category is the least well-spread and has the lowest frequency of specific practices.

### II. Socialization tactics

All the onboarding programs in the sample embody an investiture approach to newcomer integration, where organizational entry is designed to support and encourage new faculty adjustment rather than create difficulty. Further, the programs are highly structured and clearly scheduled, thus presenting a sequential and fixed approach to newcomer socialization. In addition to these broad characteristics which apply to all the onboarding practices, there are further specific socialization tactics at play for each individual practice. Table 16 below outlines each onboarding practice in relation to the tactics used to enact it. Most common are formal tactics, with 25 out of the total 28 practices clearly enacted formally. Thereafter are collective tactics, with 20 out of the 28 practices clearly embodying such an approach. Finally, serial tactics are preferred over disjunction, employed clearly in four out of the 28 practices.

| **Table 16: Faculty onboarding practices and the tactics used to enact them** | | | |
|---|---|---|---|
| **Practice category** | | **Practices present in the reviewed studies** | **Tactics used to enact practices (sequential, fixed, investiture +)** |
| **1.1** | *Inform – communicate* | 1. Initial meeting with senior leadership<br>2. Initial meeting with manager at department-level<br>3. Initial meeting with mid-level leadership<br>4. HEI human resources policies communicated<br>5. Panel discussion with previous newcomers<br>6. Panel discussion with students<br>7. Pre-semester syllabus planning | 1. Collective, formal<br>2. Collective/individual, formal<br>3. Collective, formal<br>4. Collective, formal<br>5. Collective, formal, serial<br>6. Collective, formal<br>7. Individual, formal |
| **1.2** | *Inform – resources* | 1. Show newcomers how to use the HEI's webservices<br>2. Introduce newcomers to their office spaces<br>3. Assist newcomer with employee paperwork<br>4. Newcomers provided with online and/or hardcopy resources related to their role<br>5. Newcomers receive a year subscription to a specific academic journal<br>6. Central office positioned as source of information and support | 1. Collective, formal<br>2. Collective, formal<br>3. Collective, formal<br>4. Collective, formal<br>5. Collective, formal<br>6. Collective/individual; formal/informal |
| **1.3** | *Inform – train* | 1. Offer a group newcomer orientation program<br>2. Tour the facilities<br>3. Training in the early orientation period, related to teaching and learning, and administrative matters<br>4. Skilled senior academic invited to speak with newcomers | 1. Collective, formal<br>2. Collective, formal<br>3. Collective, formal<br>4. Collective, formal, serial |
| **2** | Welcome | 1. Orientation period: facilitate meeting colleagues and other newcomers<br>2. Off-campus social events for families for all staff connected to incoming cohort<br>3. Formal lunches between newcomers and previous newcomers<br>4. Regular lunches between newcomers in the first year | 1. Collective, formal<br>2. Collective, formal<br>3. Collective, formal, serial<br>4. Collective, formal |
| **3** | Guide | 1. Experienced faculty as mentors<br>2. Peer mentoring<br>3. Use of student-faculty partnerships<br>4. Career planning workshops<br>5. Career planning meeting with manager<br>6. Regular workshops for newcomers related to knowledge, skills development, and peer-networking<br>7. Specific individuals positioned as coordinators available to help | 1. Individual, formal/informal, serial<br>2. Individual, formal/informal, serial/disjunctive<br>3. Individual, formal<br>4. Collective, formal<br>5. Individual, formal<br>6. Collective, formal<br>7. Individual, formal |
| **Tactics separated by a forward-slash indicate variable or unclear enactment* | | | |

The tactics most relevant to the present analysis are those associated with the *most frequently cited onboarding practices*. In this regard, in addition to sequential, fixed, and investiture tactics, seven out of these ten most frequently cited practices clearly utilize both collective and formal tactics. The remaining three practices, (1) positioning a central office as source of information and support, (2) use of senior mentors, and (3) an initial meeting with a department-level manager, are enacted somewhat ambiguously. Namely, there is a lack of elaboration in some of the studies, and some variation in how each program enacts practices.

The most frequently cited practices and their accompanying tactics are outlined in table 17 below. The first of the three ambiguously enacted practices, the positioning of a central office as a source of support and information, is cited by four studies. Cullen and Harris (2008) frame their central office as both a formal and an informal resource for new faculty, offering both specific newcomer workshops and an open-door policy for newcomers to utilize the office independently. In this way, the practice is further enacted through both collective and individual tactics. Namely, collective workshops are offered alongside individual informal support. The study by Cook-Sather (2016) also supports new faculty through a central office on both a collective and individual basis. Namely, through the provision of weekly workshops alongside individual guidance in support of developing student-faculty partnerships. However, Cook-Sather frames this practice as formal, making no mention of informal support the office could provide. The same is the case for the studies by Thomas and Goswami (2013) and Kensington-Miller (2018). Further, the latter two studies also make no mention of individualized support available through the central office, leaving the reader to conclude that this practice is likely only enacted collectively.

Thus, it is deduced that one onboarding program enacts this practice on a formal-collective basis (workshops) and an informal-individual (open-door policy) basis, the other enacts both collective (workshops) and individual (student-faculty partnerships) tactics on a formal basis only, and the remaining two enact it only collectively and formally.

**Table 17: Faculty onboarding practices in descending order of frequency and the tactics used to enact them**

| | Faculty onboarding practices | Frequency | IWG category | Socialization Tactics |
|---|---|---|---|---|
| **1** | Regular workshops for newcomers related to knowledge, skills development, and peer-networking | x7 | Guide | Collective, formal |
| **2** | Offer a group orientation program | x6 | Inform-train | Collective, formal |
| **3**<br>**4** | Show newcomers how to use the HEI's webservices<br>Central office positioned as source of information and support | x5<br>x4 | Inform-resources | Collective, formal<br>**Collective/individual; formal/informal** |
| **5**<br>**6** | Experienced faculty as mentors<br>Career planning workshops | x4 | Guide | **Individual**, **formal/informal, serial**<br>Collective, formal |
| **7**<br>**8** | Tour the facilities<br>Training in the early orientation period, related to teaching and learning, and administrative matters | x3 | Inform-train | Collective, formal<br>Collective, formal |
| **9**<br>**10** | Initial meeting with senior leadership<br>Initial meeting with manager at department-level | x3 | Inform-communicate | Collective, formal<br>**Collective/individual,** formal |

****Tactics highlighted and separated by a forward-slash indicate variable or unclear enactment***

The second of the three ambiguously enacted practices, the use of more experienced faculty as mentors, is also cited by four studies. Horton and Hintz (2002) and Thomas and Goswami (2013) rely on formal mentorship arrangements, while Schechner and Poslusny (2010) and Hamilton et al. (2013) use informal mentorship to support newcomers. This practice also clearly relies on serial socialization, where role models are made available to newcomers, a process which is enacted on an individual basis.

Lastly, the practice of facilitating an initial meeting with a department-level manager is cited by three studies. While Cullen and Harris (2008) clearly articulate that this practice occurs both on a collective and an individual basis, neither Welch (2002) nor Horton and Hintz (2002) clarify this aspect of the initial meeting. However, all three studies indicate that this meeting occurs formally, rather than informally.

For clarity, the data presented in table 17 above may be reordered so as to more clearly outline the most frequently cited practices with reference to both the IWG- and the socialization tactics typologies. This data is presented in table 18 below, which shows that there is some ambiguity in socialization tactics at each IWG level except for the inform-train category.

**Table 18: Frequently cited faculty onboarding practices and the tactics used to enact them**

| IWG category | | Frequently cited practices | Frequency | Tactics used to enact practices (sequential, fixed, investiture +) |
|---|---|---|---|---|
| **1.1** | *Inform – communicate* | 1. Initial meeting with senior leadership | x3 | 1. Collective, formal |
| | | 2. Initial meeting with manager at department-level | x3 | 2. **Collective/individual**, formal |
| **1.2** | *Inform – resources* | 1. Show newcomers how to use the HEI's webservices | x5 | 1. Collective, formal |
| | | 2. Central office positioned as source of information and support | x4 | **2. Collective/individual; formal/informal** |
| **1.3** | *Inform – train* | 1. Offer a group newcomer orientation program | x6 | 1. Collective, formal |
| | | 2. Tour the facilities | x3 | 2. Collective, formal |
| | | 3. Training in the early orientation period, related to teaching and learning, and administrative matters | x3 | 3. Collective, formal |
| **2** | *Welcome* | *negligible representation* | | |
| **3** | Guide | 1. Regular workshops for newcomers related to knowledge, skills development, and peer-networking | x7 | 1. Collective, formal |
| | | 2. Experienced faculty as mentors | x4 | 2. Individual, **formal/informal**, serial |
| | | 3. Career planning workshops | x4 | 3. Collective, formal |

**Tactics highlighted and separated by a forward-slash indicate variable or unclear enactment*

### III. Socialization outcomes

This final aspect of the coding and analysis is the most interpretative, since few studies use the terminology of the organizational socialization research tradition and the socialization outcomes-framework. That is, while some outcomes are reported using the concepts within the framework of organizational socialization, namely retention (Horton & Hintz, 2002; Schechner

& Poslusny, 2010; Thomas & Goswami, 2013), knowledge of tasks (Thomas & Goswami, 2013), and role clarity (Kensington-Miller, 2018), the other outcomes are outlined using the idiosyncratic reporting choices of the individual authors. Thus, in order to translate the highly individualized conceptualizations of outcomes within the studies into the more uniform framing represented by the outcomes-framework (Bauer & Erdogan, 2012; Chao, 2012; Klein & Heuser, 2008), the present analysis proceeds through making many subjective interpretative choices.

An illustrative example of this translation process concerns assigning 'social integration' as an outcome to a study that anecdotally cites increased cross-institutional collegiality as a result of the reported onboarding program (Welch, 2002), as well as to a study claiming that "progress has been made in addressing [...] the sense of disconnection from faculty life" (Hamilton et al., 2013, p.13) – though in both cases without reference to concrete data. Social integration is also taken as an outcome in the study by Kensington-Miller (2018), where self-reported information from participants revealed that they valued the cross-disciplinary networking opportunities offered, and experienced the program as providing a sense of belonging, interpersonal support, and enjoyment outside of their local departments. In this way, these studies do not contain the same conceptualizations of the theoretical construct of social integration. Further, they conceive of social integration at a higher level than the local department, though in the case of Hamilton et al. (2013) the term 'faculty life' is used too vaguely to determine the organizational level to which it refers.

A less contentious example of the aforementioned translation relates to the outcome of newcomer proactivity in building relationships and seeking out information. The study by Cullen and Harris (2008) is taken to refer to this dual-outcome, as it measures whether newcomers actively collaborate within and across faculties (i.e. building relationships), and states that each participant utilized the Faculty Centre's services independently (i.e. seeking information) during their first year of employment. However, the study authors do not subsume these indicators under the theoretical construct of newcomer proactivity. Rather, this construct is brought to bear presently through an interpretative act.

Further, except for Thomas and Goswami (2013), Cullen and Harris (2008) and Kensington-Miller (2018), none of studies provide reliable evidence to support their claims as to the outcomes of their onboarding programs. These three studies each use specific research tools to determine the impact of their programs, while the other five studies do not provide any evaluation methods beyond satisfaction surveys, anecdotal evidence, and in three cases some retention data. Specifically, the first two (Cullen & Harris, 2008; Thomas & Goswami, 2013) gain insight into program outcomes from structured post-program evaluations. Thomas and Goswami (2013) base their outcomes on both newcomers' self-reported ability to execute specific tasks and the completion of a capstone project. Cullen and Harris (2008) rely on participants' self-reports of inter- and intra-faculty collaboration and one objective measure, namely newcomers' use of the Faculty Centre. The third study (Kensington-Miller, 2018) utilizes an independent researcher to interview all program participants and to facilitate a focus group, where outcomes are treated as emergent. However, while such measures are absent from the other studies, neither these three studies nor the others in the sample provide any baseline assessment data on the status of their specific outcomes (i.e. indicators) prior to their interventions. Reference to a control group or to data from previous cohorts of newcomers not served by an onboarding program would demonstrate the actual impact of the intervention.

Thus, beyond the highly interpretative act of translating the language of the studies into the terminology of the outcomes-framework, much of the sampled research fails to present robust pre- and post-program evaluation. This means that convincing evidence regarding program effectiveness tends to be absent. Keeping these issues with the subjectivity of the present analysis and the reliability of the reported evidence in mind, the data from Appendix C and the discussion in sub-section 5.4.1.iv above is translated and presented in table 19 below.

With reference to the framework, seven of the 18 outcomes outlined in the research from the commercial sector are present in the HEI sample. In terms of learning outcomes, a total of two out of five (40%) are reported, while only one out of a possible six (17%) distal outcomes are cited. Proximal outcomes, also known as adjustment indicators, are the most cited in the sample, with four out of seven (57%). Two studies added a further distal outcome beyond those outlined in the framework, namely recruitment.

In this regard, Schechner and Poslusny (2010) report that their college's recruitment committee view their new faculty program as aiding its work, presenting an anecdote on how prospective candidates express either prior knowledge of or interest in the new faculty support program. The authors also state that the program helped their college to recruit its first African American tenure-track faculty member. However, further details regarding the specific factors involved in this achievement are not provided. Thomas and Goswami (2013) also report on their program's impact on recruitment with anecdotal evidence from department chairs. They state that the appeal of the program lies in the teaching-load reduction offered to new hires, which appeals to young academics looking to establish a research profile.

While recruitment is not technically a socialization outcome, since it does not refer to a process internal to the individual, it is similar to the distal outcome of retention, which is commonly viewed as one of the desired outcomes of actively onboarding new employees (Bauer & Erdogan, 2012; Chao, 2012; Klein & Heuser, 2008). Indeed, recruitment and retention are framed as interrelated processes by the HRM literature. That is, retention strategies (such as onboarding) function to limit the additional resource expenditure involved in recruiting new employees to fill positions left vacant by turnover (Armstrong, 2011; Searle, 2009). Further, low turnover may signal an attractive work environment to prospective employees (Wallace et al., 2014). As such, while Schechner and Poslusny (2010) and Thomas and Goswami (2013) present only anecdotal evidence regarding their programs' positive impact on recruitment, the inclusion of this type of outcome aligns with a common conceptualization in the HRM literature which links recruitment and retention practices. However, it also broadens the current perspective on the benefits of onboarding, showing that the presence of an onboarding program can also *attract* prospective employees and in so doing aid the recruitment process.

Only social integration (a proximal outcome) and retention (a distal outcome) are cited by more than two studies. In this regard, it is relevant to explore whether these studies share any common practices and tactics, so as to observe trends between certain kinds of interventions and specific outcomes. However, this discussion can safely omit consideration of the social integration outcome, since it has already been established that these three studies do not contain the same conceptualizations of this theoretical construct. Among the studies citing retention as an outcome (Horton & Hintz, 2002; Schechner & Poslusny, 2010; Thomas & Goswami, 2013) there is a small range of common practices, namely the use of regular workshops, assigning senior mentors, and showing newcomers how to use the HEI's webservices. Unfortunately, the use of regular workshops features in almost all of the sampled studies, an introduction to the HEI's webservices is also cited by an additional two studies that do not report retention as an outcome, and the use of senior mentors is also cited by one additional study. Further, since none of the studies citing this outcome provide retention data for previous cohorts of incoming faculty, or for cohorts of incoming faculty not served by the onboarding programs, it is not possible to establish the programs' *impact* on retention rates. That is, a quantitative data point such as a retention figure is not informative without further contextualization.

**Table 19: Onboarding program outcomes as represented by the sample**

| | Outcomes-framework | | Studies citing the outcome | | |
|---|---|---|---|---|---|
| LEARNING OUTCOMES | 1 | Knowledge of role | | | |
| | 2 | Knowledge of tasks | Thomas & Goswami (2013) | | |
| | 3 | Organizational knowledge | Kensington-Miller (2018) | | |
| | 4 | Knowledge of social aspects of the environment | | | |
| | 5 | Knowledge of inter-personal resources | | | |
| PROXIMAL OUTCOMES | 6 | Role clarity | | | |
| | 7 | Task mastery | Thomas & Goswami (2013 | | |
| | 8 | Social integration | Welch (2002) | Hamilton et al. (2013) | Kensington-Miller (2018) |
| | 9 | Self-efficacy | Hamilton et al. (2013) | Cook-Sather (2016) | |
| | 10 | On-the-job-embeddedness | | | |
| | 11 | Perceptions of fit | | | |
| | 12 | Newcomer proactivity (seeking information & building relationships) | Cullen and Harris (2008) | | |
| DISTAL OUTCOMES | 13 | Job performance | | | |
| | 14 | Intentions to stay | | | |
| | 15 | Role orientation (custodial or innovative) | | | |
| | 16 | Job satisfaction | | | |
| | 17 | Organizational commitment | | | |
| | 18 | Retention | Horton & Hintz (2002) 68% | Schechner & Poslusny (2010) 89% | Thomas & Goswami (2013) 94% |
| | *19 | *Recruitment | Schechner and Poslusny (2010) | Thomas and Goswami (2013) | |

**Not initially included in the outcomes-framework*

Finally, only one study reported organizational knowledge as an outcome. While this renders the observation of trends (in the sense of the frequency of practice-tactic overlaps between studies) problematic, it is interesting to note how this study frames this outcome and how it links it to the interventions in question. In this regard, Kensington-Miller (2018) found that engagement in bi-weekly multidisciplinary group meetings gave newcomers "a broader knowledge of how the university 'works' and a glimpse of how different departments work compared to their own" (p.8). That is, interpersonal engagement across disciplines gave participants insight into the structures and norms outside their own departments, and enabled them to draw comparisons between different working realities within the same organization. The workshops also furnished newcomers with knowledge as to the HEI's performance review, continuation, and promotion policies. However, no specific mention is made of gaining organizational knowledge at the local department level.

In sum, the analysis encountered some problems in translating the language of the individual studies into the terminology of the outcomes-framework, while the individual studies often failed to provide sufficient evidence to support their claimed outcomes. Thus, the reported outcomes carry different levels of credibility. These issues are summarized for each reported outcome below.

*Knowledge of tasks:* Thomas and Goswami (2013) both clearly utilize the concept and provide external evidentiary support for achieving this as an outcome. *Organizational knowledge:* Kensington-Miller (2018) clearly refers to this outcome, but only in terms of participants' self-reported acquisition (no independent/external measures). *Task mastery:* While Thomas and Goswami (2013) do not utilize this specific concept, they do provide external evidence for participants' successful performance of the tasks the program sought to prepare them for (related to their educational role and research funding proposals). The overlap in terminology between the framework and this outcome is thus quite secure. *Social integration:* The three studies citing social integration as an outcome do not contain the same conceptualizations of this theoretical construct, and only one among them (Kensington-Miller, 2018) provides some form of evidence for achieving it. *Self-efficacy:* While Hamilton et al. (2013) specifically cite this outcome, inductive reasoning is applied to Cook-Sather's (2016) discussion to arrive at this construct. However, neither study provides any specific evidence to support their claims as to the achievement of this outcome. *Newcomer proactivity (building relationships & seeking information):* Cullen and Harris (2008) do not subsume their outcomes under this construct, though their elaboration on outcomes very closely resembles it. Further, participants' self-reports regarding building relationships and one objective measure regarding information seeking are used as evidence. *Retention:* While the three studies citing this outcome do provide retention data, none provide such data for previous cohorts of incoming faculty, or for cohorts not served by the onboarding programs. It is thus not possible to estimate the programs' impact on retention rates. *Recruitment:* Schechner and Poslusny (2010) and Thomas and Goswami (2013) present only anecdotal evidence regarding their programs' positive impact on recruitment. Nevertheless, the inclusion of this outcome serves to expand the current perspective on the benefits of onboarding, and points to an interesting avenue for further research.

Thus, *knowledge of tasks*, *task mastery*, *organizational knowledge*, and *newcomer proactivity* are terminologically sound and supported by evidence. *Self-efficacy* is terminologically sound in one of the studies citing it, but not so in the other, and neither study provides evidentiary support. *Retention* is terminologically sound and evidence is provided, though this evidence is not useful without baseline comparative *Social integration* is not used consistently among the three studies citing it, and only one of the three provides any evidentiary support. *Recruitment* is a new term in the framework, but is only supported through anecdotal evidence.

# 6. Conclusion

The present systematic review emanates from a concern for the vulnerability of newly hired faculty and the problematic transitional support that they receive. In response to this, the research problem it addresses is the lack of insight into the actual programs that HEIs have in place to integrate new faculty. The study thus explores the nature of faculty onboarding programs and the outcomes they produce for individuals and institutions. The primary aim of this project is to clarify what is documented about actual faculty onboarding programs, the purpose of which is to guide both future research on and the practical implementation of such programs.

The over-arching research question was thus stated as '*What are the nature and outcomes of faculty onboarding programs?*', which is broken down into three specific sub-questions relating to (1) the practices that such programs consist in, (2) the socialization tactics used to enact them, and (3) the kinds of outcomes that are described for staff and institutions.

These questions are answered by bringing two related areas of work together, whereby concepts and analytic tools from the discipline of organizational psychology are used to map gaps and weaknesses in the emerging field of activity and academic inquiry around faculty onboarding. In this closing chapter, the results of the application of the aforementioned analytic tools are presented, so as to answer the research questions set out above.

Firstly, the results from the Inform-Welcome-Guide framework for researching onboarding practices are presented (Klein & Heuser, 2008; Klein & Polin, 2012; Klein et al., 2015), establishing which kinds of onboarding practices are reported in the reviewed literature. Here the elaboration of findings engages Trowler and Knight's (1999) claim that academic induction tends to rely on generic information provision and training.

Then, with reference to the typology of organizational socialization tactics (Jones, 1986; van Maanen & Schein, 1979), the tactics used to enact these onboarding practices are outlined. These findings are elaborated with reference to Trowler and Knight's (1999) further claim that academic induction tends to rely almost exclusively on institutionalized socialization tactics.

Third, the outcomes of the onboarding programs are delineated, using the socialization outcomes-framework (Bauer & Erdogan, 2012; Chao, 2012; Klein & Heuser, 2008). While the findings related to program outcomes are not elaborated with reference to Trowler and Knight's (1999) further claims regarding tacit knowledge acquisition, they do offer a starting point for further research on this issue.

The answers to the above questions are then contextualized through further discussion, drawing on the insights gleaned from the initial literature review in chapter two. This serves to address the study's aim, namely the clarification of the state of current practice with regards to academic induction. Based on this, the study's academic contribution is outlined, as well as the practical implications of its findings. This addresses the over-all research purpose, that is, to generate suggestions for reforming both the research on and the practice of faculty onboarding. Finally, after delineating the study's specific limitations, responsive suggestions for further research are presented.

## 6.1 Research Findings and Discussion

### 6.1.1 Research question no. 1: Onboarding practices

In response to the first research question, namely 'what practices do faculty onboarding programs consist in?', the analysis revealed that the onboarding practices represented in the sample emphasize ongoing guidance, with information provision (initial training, resource provision, and communication) playing a secondary role. Welcoming practices are the least frequently reported and least well-spread in the sample.

However, a key limitation in the data is that the onboarding practices are reported in an inconsistent manner. For example, only two studies (Horton & Hintz, 2002; Welch, 2002) fully elaborate the content of their orientation programs, which would entail initial training, communication, and resource provision practices. Thus, while the data from the sample does not support Trowler and Knight's (1999) claim that academic induction tends to rely too heavily on information provision and generic training, the sampled studies omit important detail in describing their onboarding programs. In this way, the high representation of guidance over inform practices is based on the specific sample and its inherent limitations.

Taking this proviso into account, the training workshops offered on a continued basis serve a developmental function, related to knowledge, skills, and career development. Further, the guidance practices do not solely consist in workshops, but also feature interpersonal support from mentors. This suggests an understanding of Billot and King's (2017) emphasis on the importance of addressing newcomers need for relational support. That is, the need to be guided in establishing oneself within the interpersonal and organizational landscape of the academic workplace. It is possible that this is addressed through the guidance practices of centralized knowledge and skills building, and social connections developed in workshop settings, and through centrally steered mentorship arrangements.

Finally, the sample indicates that practices which actively welcome newcomers into the academic workplace are infrequent (though more than half of the studies feature at least one such practice). This is concerning, since the research by Klein et al. (2015) cited in chapter three of the present study found the highest correlations between socialization-related learning and the amount of welcoming practices respondents were exposed to, as well as the amount of resource provision practices. Nevertheless, the secondary emphasis on resource provision is encouraging, indicating that HE induction may consist in some practices which are supported by emerging research.

However, a key limitation in Klein et al.'s (2015) research relates to the issue of correlation, which does not imply causation. Thus, the above comparison to emerging research on employee onboarding practices serves only as a starting point for further investigation. In this regard, future efforts should investigate causal, rather than correlational, relationships between the use of specific practices and socialization outcomes.

### 6.1.2 Research question no. 2: Socialization tactics

In response to the second research question, namely 'what socialization tactics are embodied in the reported onboarding practices?', it is important to note that in some cases it is not possible to determine with certainty the exact strategies employed for enacting specific practices. Nevertheless, institutionalized tactics represent the dominant socialization strategy. Specifically, all the onboarding programs are enacted through sequential, fixed, and investiture tactics. Further, while there is some diversity regarding collective versus individual, as well as formal versus informal tactics in the enactment of the dominant onboarding practices, collective and formal tactics represent the main strategies. Serial socialization is also preferred over disjunction, though only one frequently cited practice utilizes serial socialization through senior mentorship arrangements.

Thus, the data from the sample does not support Trowler and Knight's (1999) claim that divestiture tends to be preferred over investiture, though it does show that academic induction tends to rely on institutionalized tactics, of which investiture forms a part. However, since the analysis did not elaborate and operationalize the notion of 'tacit knowledge', the implications of these findings for Trowler and Knight's (1999) argument (that the use of collective, formal, sequential, fixed, serial, and divestiture tactics elides the development of tacit knowledge) cannot be explored here. Nevertheless, the elaboration on socialization outcomes below may serve as a starting point for such an endeavor.

### *6.1.3 Research question no. 3: Socialization Outcomes*

There are three main weaknesses with regards to the socialization outcomes reported in the sample that must be explicated before the outcomes themselves are presented. Firstly, a few of the studies do not use the terminology of the outcomes-framework, resulting in a high level of subjectivity in translating the language of the studies into the theoretical constructs of the framework. Secondly, there is substantial variation with regards to evidentiary support for each outcome, meaning that not all the reported outcomes can truly be said to be achieved through the programs. Thirdly, in no study is baseline data used for comparison between the program outcomes and either a control group or the reality prior to the intervention, meaning that none of the reported outcomes demonstrate the broader impact of new faculty onboarding. In this way, even as the analysis translates the diverse outcomes reported in the literature into more unified categories, the original reported outcomes tend to be poorly supported.

Keeping these limitations in mind, the analysis revealed that only a two out of five (40%) learning outcomes are cited in the sample; Knowledge of tasks (Thomas & Goswami, 2013) and organizational knowledge (Kensington-Miller, 2018), each reported once. Learning outcomes encompass initial learning from and through organizational practices and tactics, while proximal outcomes are then grounded on "what is learned and early reactions from those lessons" (Chao, 2012, p.590). Notably, there is terminological consistency between the studies reporting these learning outcomes and the outcomes-framework, as well as evidentiary support for them. Thus, these outcomes carry credibility.

Proximal outcomes (also known as adjustment indicators), are the most cited, with four out of seven (57%) reported in the sample. They are: Task mastery (Thomas & Goswami, 2013), social integration (Hamilton et al., 2013; Kensington-Miller, 2018; Welch, 2002), self-efficacy (Cook-Sather, 2016; Hamilton et al., 2013), and newcomer proactivity with regards to seeking information and building relationships (Cullen & Harris, 2008). Here the outcomes of self-efficacy and social integration would be particularly encouraging, since they address newcomers' needs for reducing anxiety and achieving a sense belonging within an organization – the key initial socialization needs identified within the field of organizational psychology (Chao, 2012). However, neither social integration nor self-efficacy refers to a consistent theoretical construct among the studies citing them and neither are supported by sufficient evidence. That is, only in the case of one study citing social integration (Kensington-Miller,

2018) is there both consistency with the outcomes-framework and evidentiary support in the form of participants' self-reports. Nevertheless, both studies citing task mastery and newcomer proactivity demonstrate a clear consistency with the concepts of the outcomes-framework and provide evidence for achieving these outcomes. Thus, among the four cited adjustment indicators/proximal outcomes, only task mastery and newcomer proactivity are credible, while social integration is credible in the case of one study.

Distal outcomes, of which only retention is cited, encompass "attitudes and behaviors that have stabilized after initial adjustments" (Chao, 2012, p.590). Such outcomes are more related to the institutional level, since they determine how satisfied and committed newcomers are, how they execute their roles (custodially or innovatively), their intentions to stay and retention rates, and ultimately how well they perform their jobs. Indeed, job performance is an indicator that would carry great value in terms of justifying a potentially resource-intensive and time-consuming intervention such as an onboarding program. It is thus concerning that no onboarding program refers to this outcome. Relatedly, a program's impact on retention rates may also serve as a strong justification for its adoption. Here it is encouraging to note that the distal outcome of retention is one of the most frequently cited outcomes, reported by three of the eight studies. However, none of the studies provide retention data for previous cohorts of incoming faculty, or for other incoming cohorts not served by their onboarding programs. This limitation is particularly problematic in the case of quantitative data such as retention rates, which are not informative without further contextualization.

The data also presents an interesting expansion of the possible distal benefits of launching onboarding initiatives, namely that such programs may aid the faculty recruitment process. Schechner and Poslusny (2010) and Thomas and Goswami (2013) suggest that early-career academics are eager for the additional support embodied in onboarding programs, while Thomas and Goswami (2013) offer a teaching-load reduction for participating newcomers, which they suggest is attractive for young academics looking to establish a research profile.

Finally, with reference to Trowler and Knight's (1999) notion of 'tacit knowledge', it is worthwhile to note that the outcomes 'social integration' and 'organizational knowledge' may relate to its respective constituent elements of 'encultured' and 'embedded' knowledge. These reported outcomes, along with three unreported outcomes concerning learning (knowledge of social aspects of the work environment and knowledge of the interpersonal resources within it) and adjustment (on-the-job-embeddedness) could orient the task of elaborating tacit knowledge into a measurable theoretical construct.

### *6.1.5 Summary of Findings*

Before contextualizing the research findings through further discussion, it is useful to provide a summary of the above points. This summary proceeds by first demonstrating the relevant limitations inherent to the sample, and then outlining the answers themselves. With regards to onboarding practices, a key limitation is that the sampled studies omit important detail in their descriptions of their onboarding programs. Specifically, 75% of the studies do not elaborate the orientation aspect of their programs, which would include other practices at the 'inform' level of the IWG typology. Thus, while the practices appear to emphasize ongoing guidance, this finding is not a strong refutation of Trowler and Knight's (1999) claim that academic induction shows an over-reliance on initial information provision and training.

The findings regarding socialization tactics are undermined by the poor elaboration of specific practices, meaning that in some cases it is not possible to determine with certainty the exact strategies employed for enacting them. Nevertheless, the programs take an institutionalized approach, where sequential, fixed, and investiture tactics are utilized throughout. Further, while there is some diversity regarding collective versus individual, as well as formal versus informal tactics, collective and formal tactics still represent the main strategies. Finally, serial socialization is preferred over disjunction, though only one frequently cited practice utilizes serial socialization through senior mentorship arrangements. Thus, the data shows that induction tends to rely on institutionalized tactics.

In terms of program outcomes, the sample is marked by a number of weaknesses. That is, even as the analysis translates the diverse outcomes reported in the literature into more unified categories, the originally reported outcomes are themselves not supported with sufficient evidence. In this regard, only six outcomes (two learning, three proximal, one distal) have both terminological consistency with the outcomes-framework and evidentiary support, namely; *Knowledge of tasks*, *organizational knowledge*, *task mastery*, *social integration* (though only in the case of the Kensington-Miller study), *newcomer proactivity*, and *retention*. The data also presents an interesting expansion of the possible distal benefits of launching onboarding initiatives, namely that such programs may aid faculty *recruitment*.

However, none of the studies provide any baseline data that would demonstrate the impact of the programs, with reference to a control group or previous incoming cohorts. Notably quantitative data such as retention figures are not informative without further contextualization. Thus, disregarding retention, there are five meaningful outcomes reported by three studies; *Knowledge of tasks* and *task mastery* (Thomas & Goswami, 2013), *organizational knowledge* and *social integration* (Kensington-Miller, 2018), and *newcomer proactivity* (Cullen & Harris, 2008). These three studies may therefore serve as way-markers for the development of more evidence-based faculty onboarding programs.

Finally, all five of the above outcomes operate at the level of the individual, rather than that of the institution, meaning that no credible evidence is presented as to the broader benefits of onboarding programs for institutions. This is a serious omission, to be addressed by future studies. The impact of onboarding on faculty recruitment presents an interesting and novel avenue in this regard.

#### *6.1.6 Discussion*

In terms of the existing recommendations for reform identified in the preliminary literature review, it is useful to recapitulate. Namely, it was found that there is a need for involving academic departments and their leadership to offer individualized attention in the provision of (1) basic information and training, (2) the ongoing support of a welcoming community. In this regard, none of the sampled onboarding programs are driven at departmental level, though two mention efforts to link their centralized initiatives to the departments, and one is driven by faculty heads at an HEI small enough to create an intimate environment. There is a general emphasis on the provision of basic information and training, but this is not catered to the individual profiles of new faculty. Where individualized attention is provided, it typically occurs in the context of mentorship from senior faculty, but only one program allows mentees to guide the specialization of this support depending on their own interests. Finally, while welcoming practices are infrequent the socio-emotional support function of such practices may be addressed through guidance practices.

In contextualizing these research findings, it is also important to emphasize that the sampled research does not investigate the socialization of new faculty and thus does not constitute an empirical research endeavor. That is, the faculty onboarding programs are all justified with reference to a practical problem, rather than a research problem. The specific practical problem relates to the need for targeted support for new faculty, either as the result of a necessary increase in hiring, or in response to an awareness of the difficulties newly hired academics face. The studies thus do not aim to determine what is the best way to socialize new faculty, but rather describe different concrete approaches to new faculty integration (without reference to any theories of organizational socialization).

Put simply, the studies do not aim to *establish* the socialization outcomes of onboarding interventions. Instead, they consist in the efforts of HEI staff who are involved in faculty induction reporting on their interventions and the outcomes achieved with regards thereto. This point was introduced in chapter one of the present study, where it was stated that a growing body of literature has begun to either gather evidence regarding the experiences of new hires or to launch supportive interventions. It is this latter body of work that is under review in the present study, where the aim is to see what these supportive interventions entail.

Thus, while none of the studies demonstrate the impact of onboarding programs on specific pre-determined and pre-assessed variables, they do provide insight into the kinds of activities HEI induction practitioners undertake, and what ends these activities are taken to serve. Namely, the analysis suggests that the dominant approach to induction likely involves continuous guidance through workshops and mentorship, with a secondary emphasis on initial training and resource provision. These are likely enacted using a predominantly institutionalized approach, though some individualized tactics do feature. With regards to outcomes, only three studies provide credible and meaningful evidence. These three studies provide some orientation for how to proceed with an onboarding program if certain specific outcomes are desired. This is elaborated in the sub-section below on practical implications.

Crucially, what these findings indicate is a need for further research regarding the impact of onboarding practices on the socialization of new academics. More research on the impact of onboarding practices on learning outcomes, adjustment indicators, and distal outcomes is necessary. However, as discussed in chapter three, such a project must also include a consideration of the tactics used to enact onboarding practices. This cannot be achieved unless the work on faculty onboarding develops a more unified research program, based on the same theoretical constructs, which asks targeted, empirically verifiable research questions. This would begin the process of constructing an evidence-base for the practice of academic induction. In turn, this would allow researchers to draw causal links between specific practices and tactics and more distal outcomes such as retention and job performance, and thus demonstrate the broader value of faculty onboarding.

Beyond illuminating the current state of research on faculty onboarding programs, the study also includes a novel application of the Inform-Welcome-Guide framework for researching onboarding practices. That is, this typology has not yet been applied in the context of HEIs, and its utilization here presents an opportunity for testing its consistency with reality. In this regard, the present study is able to suggest one potentially significant alteration to and two smaller expansions of the typology, based on the analyses in chapter five. Firstly, the data revealed that while the IWG typology frames orientation programs as one practice within the broader ‘inform-train’ category, when in fact such programs typically also entail the provision of resources and communication with newcomers. In this way, the presence of a well-elaborated orientation program in a study seems to increase the amount of practices reported at these other sub-levels. This phenomenon, whereby the presence of one practice results in the presence of another or others, suggests a conceptual error in the typology. That is, if one practice has a causal relationship to others, it necessarily operates at a higher level of abstraction. Therefore, the present study suggests that the broader ‘inform’ category, under which (1) communication with, (2) provision of resources to, and (3) the training of newcomers are subsumed, should be reconceptualized as ‘orientation’. Table 20 below presents this newly proposed Orient-Welcome-Guide typology of faculty onboarding practices.

**Table 20: Proposed Orient-Welcome-Guide typology of faculty onboarding practices**

| | Practice category | Practice aim | Practices present in the reviewed studies |
|---|---|---|---|
| **1** | **Orient** | Help newcomer to learn what they need to know and do in order to adjust | |
| | *Orient – communicate* | Communicate with newcomer | 1. **Initial meeting with senior leadership***<br>2. **Initial meeting with manager at department-level***<br>3. Initial meeting with mid-level leadership<br>4. HEI human resources policies communicated<br>5. Panel discussion with previous newcomers<br>6. Panel discussion with students<br>7. Pre-semester syllabus planning |
| | *Orient– resources* | Make materials and/or assistance available to newcomer (newcomer(s) must take initiative to engage with available resources) | 1. **Show newcomers how to use the HEI‘s webservices***<br>2. **Central office positioned as source of information and support***<br>3. Introduce newcomers to their office spaces<br>4. Assist newcomer with employee paperwork<br>5. Newcomers provided with online and/or hardcopy resources related to their role<br>6. Newcomers receive a year subscription to a specific academic journal |
| | *Orient – train* | Facilitate newcomer acquisition of knowledge, skills and behaviours | 1. **Tour the facilities***<br>2. **Training in the early orientation period, related to teaching and learning, and administrative matters***<br>3. Skilled senior academic invited to speak with newcomers |

**Practices with an asterisk are the most frequently cited in the HEI sample.*

| | Practice category | Practice aim | Practices present in the reviewed studies |
|---|---|---|---|
| 2 | **Welcome** | Address newcomer's emotional needs and help them to develop social capital | 1. Facilitate meeting colleagues and other newcomers<br>2. Off-campus social events for families for all staff connected to incoming cohort<br>3. Formal lunches between newcomers and previous newcomers<br>4. Regular lunches between newcomers |
| 3 | **Guide** | Provide active and direct ongoing assistance | 1. **Experienced faculty as mentors***<br>2. **Career planning workshops***<br>3. **Regular workshops for newcomers related to knowledge, skills development, and peer-networking***<br>4. Career planning meeting with manager<br>5. Specific individuals positioned as coordinators available to help<br>6. Peer mentoring<br>7. Use of student-faculty partnerships |
| *Practices with an asterisk are the most frequently cited in the HEI sample.* | | | |

Such a reconceptualization accommodates another feature of the sample, namely that while the IWG typology confines work-related training to the 'inform-train' category, the HEI literature contained two distinct kinds of training, one related to orienting newcomers and the other to professional development over a longer period. The latter form of training is more appropriately framed within the 'guide' category, while the former now fits nicely within the reconceptualized 'orient-train' category. This constitutes the first of the two smaller expansions of the typology. Second, it was found that in the HEI context career planning is addressed through workshop sessions throughout the onboarding period. Thus, it is treated as an issue for continuous guidance, rather than one of information provision through a resource (i.e. a hand-out containing an initial development plan that outlines growth opportunities).

## 6.2 Academic Contribution

The academic contribution of the present study is two-fold. First, the study makes a specific contribution to the field of higher education research by providing an overview and synthesis of the literature on academic induction programs. Second, it contributes to the research on human resource management in organizations by applying an emerging analytic tool from this field (the IWG typology) to the novel analytic context of HEIs.

The latter application revealed that while the IWG typology frames orientation programs as one practice within the broader 'inform-train' category, such programs typically also entail the provision of resources and communication with newcomers. This suggests a conceptual error in the typology that may have relevance outside the context of HEIs. That is, if one practice has a causal relationship to others, it necessarily operates at a higher level of abstraction. Therefore, the present study recommends that the broader 'inform' category should be reconceptualized as 'orientation'. This, in turn, allows for a clearer distinction to be drawn between initial training and ongoing guidance in the onboarding period. Further, the HEI data suggests that confining initial career planning to the category of resource provision is too narrow, given that all programs reporting career-related support did so within the guidance context of workshops.

The primary contribution to the field of higher education research lies in reconceptualizing 'academic induction' as 'faculty onboarding', thereby opening the issue of faculty workplace entry to critical scrutiny from the discipline of organizational psychology. This allows for the application of three specific analytic tools to the literature on academic induction programs that, on the one hand, fills important gaps in scholarly knowledge, and on the other, exposes key weaknesses in the current research that should guide future investigations.

The study suggests that the dominant faculty onboarding practices entail continuous guidance through workshops and mentorship, with a secondary emphasis on orientation practices (initial training and resource provision). Most practices have an institutional locus of control, though mentorship does embody at least one individualized socialization tactic. With regards to outcomes, only three studies provide credible and meaningful evidence, though none demonstrate the broader benefits of onboarding programs for institutions. This latter point constitutes a key weakness in the literature. However, an arguably more central weakness is the fact that the research has not yet progressed past basic descriptive accounts. The present study has aimed to give structure to these accounts, and thereby set out a research agenda.

Such an agenda frames faculty onboarding as not only a practical problem, but as an area of empirical inquiry in its own right. Thus, it should ask targeted, empirically verifiable research questions based on consistent theoretical constructs. This would begin the process of constructing an evidence-base for the practice of academic induction and allow researchers to draw causal links between specific practices and tactics and more distal outcomes such as retention and job performance. In its current form, the research on faculty onboarding programs does not demonstrate its broader value to HEIs. This leads naturally to a consideration of the practical significance of the study, as this project has the potential to support the work of individuals or institutions seeking to either implement or evaluate faculty onboarding programs.

### 6.3 Practical Implications

The present study has tried to conform to what Bearman et al. describe as a good systematic review, namely one that "saves reproduction of literature searching, directs readers to quality literature and provides a formal synthesis of the research outputs" (2012, p. 634). While the preceding sections have addressed these three components, the present elaboration on the practical implications of the study completes this process. Specifically, this sub-section directs practitioners involved in faculty onboarding to quality literature on the matter. Further, it proposes two broad strategies for implementing and/or evaluating faculty onboarding programs.

With regards to quality literature, only three studies were identified that move past mere program description and into the realm of outlining program impact. Thomas and Goswami (2013), Cullen and Harris (2008) and Kensington-Miller (2018) each use specific research tools to determine the effects of their programs, while the other five studies do not provide any evaluation methods beyond satisfaction surveys, anecdotal evidence, and in three cases some uncontextualized retention data. Specifically, the first two (Cullen & Harris, 2008; Thomas & Goswami, 2013) gain insight into program outcomes from structured post-program evaluations. Thomas and Goswami (2013) base their outcomes on both newcomers' self-reported ability to execute specific tasks and the submission of a capstone project. Cullen and Harris (2008) rely on participants' self-reports via a survey of inter- and intra-faculty collaboration and one objective measure, namely tracking newcomers' use of the Faculty Centre. The third study (Kensington-Miller, 2018) utilizes an independent researcher (post-program) to interview all participants and to facilitate a focus group, where outcomes are treated as emergent. However, none of these three studies provide any baseline assessment data on the status of their specific outcomes (i.e. indicators) prior to their interventions. Reference to a control group or to data from previous cohorts of newcomers not served by an onboarding program would demonstrate the actual impact of the intervention.

Nevertheless, these studies do provide some orientation for how to proceed with an onboarding program if certain specific outcomes are desired. For example, if task-based outcomes are desired (cf. Thomas & Goswami, 2013), utilize workshops and mentors to guide newcomers in learning about and executing said tasks, and check for progress through anonymous surveys and a concrete measure such as a capstone project. Alternatively, if more relational outcomes are desired such as organizational knowledge and social integration (cf. Kensington-Miller, 2018), take a more interpersonally-based approach that emphasizes social interaction across academic silos. In both cases, it appears that using predominantly institutionalized tactics may be beneficial, supplemented by individual mentorship relationships.

In turn, the outcome of newcomer proactivity attributed to the Cullen and Harris (2008) study might be connected to the two practices that are unique to this program, as well as the unique way that one prolific practice is enacted. That is, the common practice of positioning a central office as a source of information and support is enacted on both a formal-collective (workshops) and an informal-individual (open-door policy) basis. The authors take pains to emphasize that they communicate and underscore this open-door policy for newcomers. Further, this program contains the only instance of off-campus social events for the families of all staff connected to incoming cohort, as well as the only mention of organizing an individual-level career planning meeting between newcomers and their department-level manager. The tentative suggestion is thus that such practices and tactics may create more optimal conditions for newcomers to act proactively in building relationships and seeking out information.

These orienting insights, together with the preceding discussion, serve as a foundation for the following two practical strategies that HRM practitioners within HEIs might employ to serve newly hired faculty. First, for those seeking to implement an onboarding program, consult the disciplinary literature in the field of organizational psychology. Drawing on extant theoretical and empirical advances saves unnecessary duplication of work. Further, and in line with this disciplinary literature, outline and utilize success indicators or targets, and measure the actual baseline conditions. This allows for the demonstration of program impact, and supports the process of justifying resource investiture on the part of the institution. While this strategy is also highly relevant for those seeking to evaluate extant onboarding programs, an additional recommendation relates to efforts to combat researcher bias. In this regard, only three of the sampled studies (Kensington-Miller, 2018; Schechner & Poslusny, 2010; Thomas & Goswami, 2013) demonstrate any awareness of the possible conflict of interest in having responsibility for both program success and program evaluation. This risks the exaggeration of program benefits, and may lead to a situation where what is measured is simply what the researchers were already looking for.

## 6.4 Limitations of the Study

It is incredibly important to acknowledge the limitations of the systematic review executed within the present study, so as to avoid exaggerating the strength and impact of the above findings. In this sub-section, the study's limitations are elaborated at two levels, considering first the limitations inherent in the research project itself, and second the limitations with regards to the nature and quality of the data sample.

Concerning the research project itself, there are three key limitations. Firstly, systematic reviews are typically conducted by a team of researchers working in concert. Thus, the fact that the present study has a single author undermines its over-all strength and credibility. Without the component of scholarly collaboration and debate, the choices of which studies to include and of how to interpret and code the data are rendered more subjective. This increases the possibility of errors and omissions. Secondly, the use of framework synthesis runs the risk of reading constructs into the data, rather than surfacing latent ones. In this way, the applicability of the particular analytical framework is in fact assumed, rather than tested. In this regard, however, it should be noted that there is a general acceptance of the claim the academic induction is a component of organizational socialization (cf. Tierney, 1997; Tierney & Rhoads, 1993; Trowler & Knight, 1999 & 2000).

Third, the review mostly proceeds as if within a spatial-temporal vacuum, omitting time-bound consideration of national specificities and the related level of policy. This genericity undermines the depth of analysis that it is able to provide, as well as its possible practical utility. The latter point is well illustrated through the example of the single study on newly hired sessional faculty from Australia. It can be said with relative certainty that this inclusion was made thanks to the initiation in this country of a higher education policy discourse around inadequate support for this category of contingent staff. Indeed, the over-all problem that "HRM in HEIs has not yet received adequate attention" (Pausits, 2017, p.8), may arguably be better addressed at the level of policy. Thus, in addressing itself to scholars and practitioners, the potential impact of the present study is significantly limited.

Concerning the nature and quality of the sampled data, the smallness of the sample size and the chiefly descriptive nature of the research means that valid and reliable generalizations are simply impossible. Further, publication bias could not be assessed because there were fewer than 10 included studies (Shea et al., 2007). Thus, all findings should be treated as suggestive, serving as way-markers towards establishing a larger and more empirically robust body of work on faculty onboarding. Nevertheless, the small size of the sample could in itself be considered a kind of research finding, demonstrating the need for further research. This is underscored by the chiefly descriptive nature of the research, indicating a level of theoretical and empirical paucity on the issue of faculty onboarding programs.

## 6.5 Suggestions for Further Research

The preceding discussion has, at various junctures, unearthed important avenues for further research that this concluding sub-section collects together. These recommendations relate to the field of higher education research and the HRM research more generally, and concern both theoretical and empirical questions.

With regards to the HRM research more broadly, it was found that Klein et al. (2015) leave their finding that ‘guiding’ practices were perceived as most helpful to newcomers’ adjustment, while not being correlated with learning socialization content, unexplored. However, this suggests that newcomers consider being guided by colleagues to be more important for their initial adjustment than formally learning information about the workplace. Future research should explore the overlaps and disconnects between outcomes and perceptions of usefulness. Further, a key limitation in Klein et al.’s (2015) research relates to the issue of correlation, which does not imply causation, meaning that future efforts should investigate causal, rather than correlational, relationships between the use of specific practices and socialization outcomes.

At a more conceptual level, it is suggested that the reconceptualized ‘OWG’ typology, based on the original work of Klein and Heuser (2008), be applied to larger bodies of literature, or to actual cases, in order to test its validity. Further, the higher education research also suggested that recruitment may be included when it comes to considering onboarding program outcomes. This presents an interesting and novel avenue for further investigation.

Regarding faculty onboarding in the higher education research, there is simply a dearth of further research to be done. Mainly, however, this work relates to establishing a theoretically grounded research agenda. Furthermore, the absence as to credible evidence of the broader institutional benefits of onboarding programs requires serious attention. It is suggested that outlining the benefits of planned onboarding initiatives should devote attention to common indicators of institutional success. From a policy perspective, if onboarding initiatives are to be implemented, their benefits to HEIs should be more tangibly demonstrated. This would involve paying attention to different national and international matrices, such as, for example, the Research Evaluation Exercise in the UK.

The analytic framework developed in the study may also be applied to the disciplinary literature mentioned in chapters one and two, related to practitioners transitioning from industry roles into applied fields such as education and nursing.

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# TABLES

## FIGURES

# ABBREVIATIONS

| | |
|---|---|
| AU | Australia |
| CoP | Community of practice |
| ECA | Early career academic |
| GA/s | Graduate assistant/s |
| HEI/s | Higher education institution/s |
| IWG | Inform-welcome-guide |
| LGBTQ | Lesbian, Gay, Bi, Trans, Queer |
| LMS | Learning management service |
| NFO | New faculty orientation program |
| NZ | New Zealand |
| PGCert | Postgraduate Certificate |
| SA/s | Sessional academic/s |
| UK | United Kingdom |
| US | United States |

# APPENDIX A

| Table 21: AMSTAR - A measurement tool to assess the methodological quality of systematic reviews | |
|---|---|
| The 11 AMSTAR questions: | Possible answers: |
| **1. Was an 'a priori' design provided?**<br>The research question and inclusion criteria should be established before the conduct of the review.<br>Note: Need to refer to a protocol, ethics approval, or pre-determined/a priori published research objectives to score a "yes." | □ **Yes**<br>~~□ No~~<br>~~□ Can't answer~~<br>~~□ Not applicable~~ |
| **2. Was there duplicate study selection and data extraction?**<br>There should be at least two independent data extractors and a consensus procedure for disagreements should be in place.<br>Note: 2 people do study selection, 2 people do data extraction, consensus process or one person checks the other's work. | ~~□ Yes~~<br>□ **No**<br>~~□ Can't answer~~<br>~~□ Not applicable~~ |
| **3. Was a comprehensive literature search performed?**<br>At least two electronic sources should be searched. The report must include years and databases used (e.g., Central, EMBASE, and MEDLINE). Key words and/or MESH terms must be stated and where feasible the search strategy should be provided. All searches should be supplemented by consulting current contents, reviews, textbooks, specialized registers, or experts in the particular field of study, and by reviewing the references in the studies found.<br>Note: If at least 2 sources + one supplementary strategy used, select "yes" (Cochrane register/Central counts as 2 sources; a grey literature search counts as supplementary). | □ **Yes**<br>~~□ No~~<br>~~□ Can't answer~~<br>~~□ Not applicable~~ |
| **4. Was the status of publication (i.e. grey literature) used as an inclusion criterion?**<br>The authors should state that they searched for reports regardless of their publication type. The authors should state whether or not they excluded any reports (from the systematic review), based on their publication status, language etc.<br>Note: If review indicates that there was a search for "grey literature" or "unpublished literature," indicate "yes." SIGLE database, dissertations, conference proceedings, and trial registries are all considered grey for this purpose. If searching a source that contains both grey and non-grey, must specify that they were searching for grey/unpublished lit. | □ **Yes**<br>~~□ No~~<br>~~□ Can't answer~~<br>~~□ Not applicable~~ |
| **5. Was a list of studies (included and excluded) provided?**<br>A list of included and excluded studies should be provided.<br>Note: Acceptable if the excluded studies are referenced. If there is an electronic link to the list but the link is dead, select "no." | □ **Yes**<br>~~□ No~~<br>~~□ Can't answer~~<br>~~□ Not applicable~~ |
| **6. Were the characteristics of the included studies provided?**<br>In an aggregated form such as a table, data from the original studies should be provided on the participants, interventions and outcomes. The ranges of characteristics in all the studies analyzed e.g., age, race, sex, relevant socioeconomic data, disease status, duration, severity, or other diseases should be reported.<br>Note: Acceptable if not in table format as long as they are described as above. | □ **Yes**<br>~~□ No~~<br>~~□ Can't answer~~<br>~~□ Not applicable~~ |
| **7. Was the scientific quality of the included studies assessed and documented?**<br>'A priori' methods of assessment should be provided (e.g., for effectiveness studies if the author(s) chose to include only randomized, double-blind, placebo controlled studies, or allocation concealment as inclusion criteria); for other types of studies alternative items will be relevant.<br>Note: Can include use of a quality scoring tool or checklist, e.g., Jadad scale, risk of bias, sensitivity analysis, etc., or a description of quality items, with some kind of result for EACH study ("low" or "high" is fine, as long as it is clear which studies scored "low" and which scored "high"; a summary score/range for all studies is not acceptable). | □ **Yes**<br>~~□ No~~<br>~~□ Can't answer~~<br>~~□ Not applicable~~ |
| **8. Was the scientific quality of the included studies used appropriately in formulating conclusions?**<br>The results of the methodological rigor and scientific quality should be considered in the analysis and the conclusions of the review, and explicitly stated in formulating recommendations.<br>Note: Might say something such as "the results should be interpreted with caution due to poor quality of included studies." Cannot score "yes" for this question if scored "no" for question 7. | □ **Yes**<br>~~□ No~~<br>~~□ Can't answer~~<br>~~□ Not applicable~~ |
| **9. Were the methods used to combine the findings of studies appropriate?**<br>For the pooled results, a test should be done to ensure the studies were combinable, to assess their homogeneity (i.e., Chi-squared test for homogeneity, $I^2$). If heterogeneity exists a random effects model should be used and/or the clinical appropriateness of combining should be taken into consideration (i.e., is it sensible to combine?).<br>Note: Indicate "yes" if they mention or describe heterogeneity, i.e., if they explain that they cannot pool because of heterogeneity/variability between interventions. | ~~□ Yes~~<br>~~□ No~~<br>~~□ Can't answer~~<br>□ **Not applicable** |
| **10. Was the likelihood of publication bias assessed?**<br>An assessment of publication bias should include a combination of graphical aids (e.g., funnel plot, other available tests) and/or statistical tests (e.g., Egger regression test, Hedges-Olken).<br>Note: If no test values or funnel plot included, score "no". Score "yes" if mentions that publication bias could not be assessed because there were fewer than 10 included studies. | □ **Yes**<br>~~□ No~~<br>~~□ Can't answer~~<br>~~□ Not applicable~~ |

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|---|---|
| **11. Was the conflict of interest included?**<br>Potential sources of support should be clearly acknowledged in both the systematic review and the included studies.<br>Note: To get a "yes," must indicate source of funding or support for the systematic review AND for each of the included studies. | □ Yes<br>□ No<br>□ Can't answer<br>**<u>□ Not applicable</u>** |
| Source: Shea, B., Grimshaw, J., Boers, M., Andersson, N., Hamel, C., Porter, A., Tugwell, P., Moher, D. and Bouter, L. (2007). 'Development of AMSTAR: a measurement tool to assess the methodological quality of systematic reviews', BMC Medical Research Methodology [Online], 7(10) | |

# APPENDIX B

| | Article | Authors | Year | Source | Excluded/included |
|---|---|---|---|---|---|
| 1 | A New Faculty Orientatio n Program: Building a Core of New Faculty To Shape the Future of the College | Welch, Gerry F. | 2002 | New Directions for Community Colleges Iss. 120, (Jan 2002 - Mar 2002): 11-16 | included |
| 2 | The new faculty orientation and mentoring program: A strategic approach. | Horton, J. A., & Hintz, S. S. | 2002 | Annandale, VA: Northern Virginia Community College | included |
| 3 | Off the Launching Pad: Stimulating Proposal Development by Junior Faculty | Porter, Robert. | 2004 | Journal of Research Administration; Washington Vol. 35, Iss. 1, (2004): 6-11. | [2nd round of exclusions] skills development (research skills) during the 1st year |
| 4 | Mentoring Partnerships for Minority Faculty and Graduate Students in Mental Health Services Research | Waitzkin, Howard; Yager, Joel; Parker, Tassy; Duran, Bonnie. | 2006 | Academic Psychiatry; New York Vol. 30, Iss. 3, (May/Jun 2006): 205-17. | [1st round of exclusions] focus is not on new faculty induction; focus is more on developing the field of mental health services research |
| 5 | Supporting New Scholars: A Learner-Centered Approach to New Faculty Orientation | Cullen, R.; Harris, M. H. | 2008 | Florida Journal of Educational Administration & Policy<br>Fall 2008<br>Volume 2, Issue 1 | included |
| 6 | A Reflection on the Use of Mentoring of Early Career Academics to Improve Teaching and Learning. | Blissenden, Michael William. | 2008 | International Journal of Learning. 2008, Vol. 15 Issue 3, p133-138 | [2nd round of exclusions] skills development (teaching skills) during the general EC period |
| 7 | Faculty development activities for new adjunct faculty: A qualitative investigation of which types of activities most benefit new adjunct faculty at four-year colleges and universities | Bojarczyk, Helen | 2008 | Oakland University, ProQuest Dissertations Publishing, 2008. 3333061. | [1st round of exclusions] explorative study: not a specific intervention, but a study to see which efforts are in place and which ones new adjuncts find most helpful |
| 8 | Mentoring Junior Professors: History and Evaluation of a Nine-Year Model | Miller, Teresa Northern; Thurston, Linda P. | 2009 | The Journal of Faculty Development; Stillwater Vol. 23, Iss. 2, (May 2009): 35-40. | [1st round of exclusions] faculty from the professions (teacher education) |
| 9 | Engaging New Faculty in Reflection and Inquiry about Their Teaching | Hickson, Clive; Wilson, Margaret | 2009 | Collected Essays on Learning and Teaching, v2 p145-151 2009 | [2nd round of exclusions] skills development (teaching skills) during the 1st year |
| 10 | Mentoring Successful Teacher-Scholars | Schechner, Stephanie; Poslusny, Matthew. | 2010 | The Journal of Faculty Development; Stillwater Vol. 24, Iss. 3, (Sep 2010): 31-36. | <u>Included</u> * the term 'mentoring' in the title is used in a misleading manner – the study actually reports on a strucured onboarding program |
| 11 | Developing academic agency through critical reflection: a sociocultural | Mathieson, Susan | 2011 | International Journal for Academic Development. Sep2011, Vol. 16 Issue 3, p243-256 | [2nd round of exclusions] PGCert |

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|---|---|---|---|---|---|
| | approach to academic induction programmes. | | | | |
| 12 | Fitting in: A case study of new faculty socialization at West Point | West, Holly F. | 2012 | New York University, ProQuest Dissertations Publishing, 2012. 3493873. | [1st round of exclusions] faculty from the professions (former military personnel) |
| 13 | Hiring, Orientation, Professional Development, and Evaluation: The Administrative Support of Adjunct Faculty | Oprean, Celeste Pramik. | 2012 | Graduate School of Western Carolina University<br>ISBN 9781267776013<br>Source type: Dissertations & Theses | [1st round of exclusions] not a specific intervention, but an explorative study to see which efforts are in place and which ones new adjuncts find most helpful |
| 14 | An Investment in New Tenure-track Faculty: A Two-year Development Program | Thomas, Jacqueline; Goswami, Jaya S. | 2013 | The Journal of Faculty Development; Stillwater Vol. 27, Iss. 1, (Jan 2013): 50-55. | included |
| 15 | The impact of communities of practice in support of early-career academics | Cox, Milton D | 2013 | International Journal for Academic Development. Mar2013, Vol. 18 Issue 1, p18-30. | [1st round of exclusions] general EC period support |
| 16 | Sessional academic success: A distributed framework for academic support and development. | Hamilton, Fox, and McEwan (2013) | 2013 | Journal of University Teaching & Learning Practice, 10 (3), 1–16 | included |
| 17 | Black Female Faculty Success and Early Career Professional Development | Jones, T. B.; Osborne-Lampkin, L. | 2013 | Negro Educational Review; Greensboro Vol. 64, Iss. 1/4, (2013): 59-75,135. | [2nd round of exclusions] skills development (research skills) during the general EC period |
| 18 | Cottrell Scholars Collaborative New Faculty Workshop: Professional Development for New Chemistry Faculty and Initial Assessment of Its Efficacy | Lane A. Baker, Devasmita Chakraverty,Linda Columbus, Andrew L. Feig William S. Jenks, Matthew Pilarz,Marilyne Stains,Rory Waterman, and Jodi L. Wesemann | 2014 | Journal of Chemical Education Vol. 91, Iss. 11, (Nov 2014): 1874-1881 | [1st round of exclusions] CCS is a multidisciplinary body (chemistry, physics, astronomy), not a HEI workplace |
| 19 | Peer Mentoring Communities of Practice for Early and Mid-Career Faculty: Broad Benefits from a Research-Oriented Female Peer Mentoring Group | Rees, Amanda; Shaw, Kimberly. | 2014 | The Journal of Faculty Development; Stillwater Vol. 28, Iss. 2, (May 2014): 5-17. | [2nd round of exclusions] mentoring for research skills development - during the general EC period |
| 20 | Early career academic staff support: evaluating mentoring networks | Denard Thomas, J; Gail Lunsford, Laura; Rodrigues, Helena A | 2015 | Journal of Higher Education Policy and Management; Abingdon Vol. 37, Iss. 3, (Jun 2015): 320-329. | [2nd round of exclusions] mentoring for general integration - during the general EC period |
| 21 | Onboarding The Faculty: A Model For Win-Win Mentoring | Eisner, Susan | 2015 | American Journal of Business Education (Online); Littleton Vol. 8, Iss. 1, (2015): 7. | [2nd round of exclusions] mentoring for general integration - during the 1st year |

| | | | | | |
|---|---|---|---|---|---|
| 22 | Pedagogical Change at Times of Change in the Higher Education System: An Exploration of Early Career Mentoring, Co-publication and Teaching & Learning Insights. | Boyd, Bill. | 2015 | Coolabah, No.16, 2015, ISSN 1988-5946, Observatori: Centre d'Estudis Australians / Australian Studies Centre, Universitat de Barcelona ttp://www.ub.edu/dpfilsa/CoolabahMainpage.html | [1st round of exclusions] does not report on a specific intervention |
| 23 | A Faculty-Based Mentorship Circle: Positioning New Faculty for Success | Waddell, Janice; Martin, Jennifer; Schwind, Jasna K; Lapum, Jennifer L. | 2016 | The Canadian Journal of Higher Education; Toronto Vol. 46, Iss. 4, (2016): 60-75. | [2nd round of exclusions] mentoring for general integration - during the 1st year |
| 24 | Undergraduate students as partners in new faculty orientation and academic development | Alison Cook-Sather | 2016 | International Journal for Academic Development, 21:2, 151-162, | included |
| 25 | A balancing act: facilitating a University Education Induction Programme for (early career) academics | Reddy, Sarasvathie; Searle, Ruth L.; Shawa, Lester B.; Teferra, Damtew. | 2016 | Studies in Higher Education. Oct2016, Vol. 41 Issue 10, p1820-1834 | [2nd round of exclusions] skills focus (teaching) - during the general early career period |
| 26 | Early-career academic support at the University of KwaZulu-Natal: towards a scholarship of teaching. | Subbaye, Reshma; Dhunpath, Rubby. | 2016 | Studies in Higher Education. Oct2016, Vol. 41 Issue 10, p1803-1819. | [2nd round of exclusions] skills focus (teaching) - during the general early career period |
| 27 | A Faculty-Based Mentorship Circle: Positioning New Faculty for Success | Janice Waddell, Jennifer Martin, Jasna K. Schwind, and Jennifer L. Lapum | 2016 | Canadian Journal of Higher Education Volume 46, No. 4, 2016, pages 60 - 75 | duplicate |
| 28 | Taking the Long Road: a Faculty Model for Incremental Change Towards Standards-based Support for Sessional Teachers in Higher Education | Julia Savage Dr<br><br>Vikki Pollard Dr | 2016 | Journal of University Teaching & Learning Practice p1-18. | [1st round of exclusions] only a model, not an initiative |
| 29 | High Retention of Minority and International Faculty through a Formal Mentoring Program | Phillips, S. L.; Dennison, S. T.; Davenport, M. A. | 2016 | To Improve the Academy: A Journal of Educational Development Vol. 35, Iss. 1, (Jan 2016): 153-179. | [2nd round of exclusions] mentoring for general integration - unclear exactly what period |
| 30 | Mutual Mentoring for Early-Career and Underrepresented Faculty: Model, Research, and Practice | Yun, J. H.; Baldi, B.; Sorcinelli, M. D. | 2016 | Innovative Higher Education; New York Vol. 41, Iss. 5, (Nov 2016): 441-451. | [2nd round of exclusions] mentoring for general integration - during the general EC period |
| 31 | The Power of Many: Mentoring Networks for Growth and Development | Wild, Lynn; Canale, Anne Marie; Herdklotz, Cheryl. | 2017 | College and University; Washington Vol. 92, Iss. 2, (Spring 2017): 37,3841. | [2nd round of exclusions] mentoring for general integration - during the general EC period |
| 32 | Poetic Transcription with a Twist: Supporting Early Career Academics through Liminal Spaces | Smart, Fiona; Loads, Daphne | 2017 | International Journal for Academic Development Vol. 22, Iss. 2, (2017): 134-143. | [2nd round of exclusions] PGCert - small voluntary pilot program |
| 33 | Surviving the First Year: New Academics Flourishing in a | Kensington-Miller, Barbara. | 2018 | Professional Development in Education Vol. 44, Iss. 5, (2018): 678-689. | included |

| | | | | | |
|---|---|---|---|---|---|
| | Multidisciplinary Community of Practice with Peer Mentoring | | | | |
| 34 | PEDAGOGY OF PEERS: CULTIVATING WRITING RETREATS AS COMMUNITIES OF ACADEMIC WRITING PRACTICE. | Benvenuti, S. | 2017 | South African Journal of Higher Education. 2017, Vol. 31 Issue 2, p89-107 | [2nd round of exclusions] skills focus (research) during the general EC period |

# APPENDIX C

## Study 1: A new faculty orientation program: Building a core of new faculty to shape the future of the college

The context in which the onboarding program is situated

The study by Welch (2002) reports on a multi-campus orientation program for a large community college in the Midwestern United States (the college has three campuses). The program was born out of the immanent retirement of a large cohort of 'baby boomer' college faculty, necessitating an increase in hiring. The program is strongly recommended but not compulsory.

The individuals responsible for running the program

The program is centrally administered, and the HEI's staff development team has responsibility for it. The study author is a member of this team.

The overarching aim(s) of the program

The aim of the new faculty orientation program (NFO) is to both welcome and integrate new hires into the academic workplace.

The specific goals of the program

The NFO program is described as having four specific goals, namely; (1) to model a learning-centered environment, (2) to provide new faculty with knowledge about the college (campuses, programs, services), (3) to encourage collegiality among new faculty across the HEI, and (4) to establish the expectation of continued professional development.

The length of the program

The program is designed to run for the first year of initial hire.

The structure and content of the program

**Structurally**, the program has three components. Firstly, a week-long orientation period is held before classes begin, which operates at both the institutional and departmental levels. For participating in this week, each new faculty member is paid the equivalent of teaching one credit-hour. Secondly, throughout the first term there are weekly meetings for new faculty. Though the exact length of these sessions are not reported, new faculty receive a one-course release for participation. Finally, the NFO concludes with a four-day instructional skills workshop during the spring/summer break.

The **content** of each component is quite specified. The *week-long orientation* consists in five days of formal programing. On day one newcomers are welcomed at their own campuses; They meet their colleagues, complete new-employee paperwork, tour the facilities, and settle in to their offices. On day two, at a centrally located event, the chancellor and leadership team welcome the group and present information on the HEI's "mission, history, programs, and other areas such as student rights" (p.13). On the third and fourth days topics of teaching and learning are discussed, though it is not clear whether these sessions occur in an inter- or intra-campus format. Examples of session topics are; Learning techniques, assessment, creating syllabi, using the online learning management service (LMS) and other elements of digitization, and classroom diversity. The final day consists in a collective seminar in the morning on the topic of great teachers. Thereafter the week concludes with a panel discussion with previous newcomers on their experiences as new faculty. The *weekly meetings* for new faculty in the first semester are focused on administrative knowledge, teaching and learning issues, and on creating opportunities for newcomers to interact inter- and intra-campus. The *concluding weekend seminar* in the spring/summer break involves practice teaching and peer observation, facilitated by experienced faculty. These sessions "bring new faculty together from the various campuses and across disciplines" (p.13).

<u>The program evaluation and methodology</u>

Beyond mentioning that program participants provide feedback on its content, design, and implementation, the study does not provide detailed information regarding program evaluation. Examples of post-program surveys or evaluations are not provided, though the author does assert that "almost all participants have rated the program as excellent, the highest category of response, and just a few as satisfactory. No one has given it a low rating" (p.16). The study offers some anecdotal evidence regarding a sense of community and social integration among faculty; ''stories of their collegiality abound, from sharing food and drink to cross-discipline classroom visits" (Welch, 2002, p.16). The emphasis is on cross-institutional collegiality, rather than at department-level. However, since no data are provided, the extent to which the program achieves its four stipulated goals is not explored.

<u>The theories of learning and/or socialization grounding the program</u>

No theory is presented as a foundation for the design and implementation of the program.

<u>The demographic characteristics and number of new faculty</u>

The number of new faculty is estimated between 25 to 65 participants each year. No demographic characteristics are mentioned.

<u>The contractual status of participants (new faculty)</u>

The contractual status of incoming faculty is not mentioned, beyond their working hours, which is full-time. It is not possible to deduce whether contingent faculty also participate in the NFO from the information provided in the text.

| **Welch (2002)** | | |
|---|---|---|
| | **Onboarding practices** | **Socialization tactics** |
| Inform-communicate | > Initial meeting with senior leadership | > Collective, formal |
| | > Initial meeting with manager at department-level | **> Collective/individual*, formal** **unclear from text whether enacted collectively or individually* |
| | > Panel discussion with previous newcomers on their experiences as new faculty | > Collective, formal, serial |
| **Total** | **3** | |
| **Possible total** | **7** | |
| Inform-resources | > Show newcomers how to use the HEI's webservices | > Collective, formal |
| | > Introduce newcomers to their office spaces | > Collective, formal |
| | > Assist newcomer with employee paperwork | > Collective, formal |
| **Total** | **3** | |
| **Possible total** | **6** | |
| Inform-train | >Offer a group newcomer orientation program | > Collective, formal |
| | > Tour the facilities | > Collective, formal |
| | > Training in the early orientation period, related to teaching & learning and administrative matters | > Collective, formal |
| **Total** | **3** | |
| **Possible total** | **4** | |
| Welcome | > Orientation period: facilitate meeting colleagues and other newcomers | > Collective, formal |
| **Total** | **1** | |
| **Possible total** | **4** | |
| Guide | > Regular workshops for newcomers related to knowledge, skills development, and peer-networking | > Collective, formal |
| **Total** | **1** | |
| **Possible total** | **7** | |
| | | |
| **Total** | **11** | |
| **Possible total** | **28** | |
| OUTCOME(S): Social integration (proximal) | | |

## Study 2: Developing a new faculty orientation and mentoring program: A strategic approach

1. <u>The context in which the onboarding program is situated</u>

The study by Horton & Hintz (2002) also reports on a multi-campus orientation program for a large community college, though in the Northern Virginia suburbs of Washington, D.C. (the college has five campuses). Strikingly, the program was also born out of the immanent retirement of a large cohort of 'baby boomer' college faculty, necessitating an increase in hiring. Though not mentioned by the authors, it appears that the program is recommended but not compulsory, since the authors report a discrepancy between the total amount of new hires eligible for orientation and the number of program participants. Reasons for this discrepancy are not provided.

<u>The individuals responsible for running the program</u>

College administrators and a dedicated new faculty orientation (NFO) task force run the program. The authors of the study form part of this task force.

<u>The overarching aim(s) of the program</u>

Through providing newcomers with "an immediate and stronger sense of being valued" (p.6), the program aims to increase both their productivity and their job satisfaction. The aim is also for the HEI to benefit from retaining more new instructors.

<u>The specific goals of the program</u>

The goal of the program is to provide both professional and personal support to new hires.

<u>The length of the program</u>

The program spans a three-year period.

<u>The structure and content of the program</u>

**Structurally,** the program consists of four elements. First, a general orientation; Two-day campus-wide, and one day for local department orientation. Second, some meetings are held throughout the second semester (amount not specified). Third, the development of a mentor-protégé relationship with a senior faculty member who volunteers for the position is initiated. This mentorship relationship continues formally up until the third year. Mentors are supported with $600 for their participation in the program. Finally, newcomers receive an additional resource in the form of a year subscription to the monthly publication 'The Teaching Professor'.

In terms of **content,** both the initial orientation days and the nature of the mentoring relationship are specified in some detail, while the meetings throughout the semester are not clearly articulated. Regarding the *orientation days*; The first two days consist in collective programming. On day one the HEI president meets with and welcomes the newcomers, the human resources team presents a review of employee benefits, and there are three instructional sessions related to the HEI's webservices and how to access these remotely. The second day focuses on classroom management, syllabus preparation, and lesson planning. On the third day, newcomers are received at their individual departments, where they are introduced to their facilities, campus business practices, and to the contractual requirements of their positions. The content of the *meetings throughout the second semester* is focused on "learning style differences, individual professional development plans, and how to assess student writing across the disciplines“ (p.8). Senior faculty facilitate the weekly sessions, though it is not clarified how often or how long the meetings are, or whether they are held campus-wide or locally. Finally, during the initial orientation period the *mentorship relationship* is initiated: Department heads assign mentors from a group of volunteering senior faculty. This three-year relationship is guided by formal guidelines from the staff development team related to “observing each other's teaching, observing together another instructor teaching, attending college activities together, and reviewing college policies and procedures“ (p.7). Further, each year has a thematic focus. In year one, ‘initiation‘, the mentor is framed as an educator, role model, and coach. Year two is ‘cultivation‘, where the mentor has the tasks of sponsoring the protégé’s participation in HEI activities (the nature of this sponsorship is not elaborated), and counseling, protecting (it is not clarified to what this protection refers), and befriending the protégé. In year three, ‘redefinition‘, the mentor assists the protégé in refining their instructional skills, ensures that the protégé understands the HEI’s business practices, and prepares the protégé to be an instructional leader (the nature of this leadership is not elaborated).

The program evaluation and methodology

The study does not provide detailed information regarding program evaluation, beyond mentioning that the program administrators solicit, receive, and accommodate feedback, and that this feedback has been positive. Examples of post-program surveys or evaluations are not provided. One evaluative measure that is mentioned, though not as a program aim, is new faculty retention. In this regard, retention of new faculty after year one was 68%. However, this figure is not compared or contrasted to previous data, rendering it impossible to judge whether this constitutes an improvement or not. The extent to which the program achieves its stipulated aims and goals is also not explored - no measures for evaluating the program in terms of reaching its aims and goals are put forward.

The theories of learning and/or socialization grounding the program

No theories are presented.

The demographic characteristics and number of new faculty

The demographic characteristics of incoming faculty is not mentioned, though the number of new faculty participating in the program is provided, namely 39.

The contractual status of participants (new faculty)

The contractual status of the incoming cohort is described as ‘continuing’ (tenure-track).

| Horton & Hintz (2002) | | |
|---|---|---|
| | **Onboarding practices** | **Socialization tactics** |
| Inform-communicate | > Initial meeting with senior leadership | > Collective, formal |
| | > Initial meeting with manager at department-level | **> Collective/individual*, formal** **unclear from text whether enacted collectively or individually* |
| | > HEI human resources policies communicated | > Collective, formal |
| **Total** | **3** | |
| **Possible total** | **7** | |
| Inform-resources | > Show newcomers how to use the HEI's webservices | > Collective, formal |
| | > Assist newcomer with employee paperwork | > Collective, formal |
| | > Newcomers receive a year subscription to a specific academic journal | > Collective, formal |
| **Total** | **3** | |
| **Possible total** | **6** | |
| Inform-train | > Offer a group newcomer orientation program | > Collective, formal |
| | > Tour the facilities | > Collective, formal |
| | > Training in the early orientation period, related to teaching & learning and administrative matters | > Collective, formal |
| **Total** | **3** | |
| **Possible total** | **4** | |
| Welcome | > Orientation period: facilitate meeting colleagues and other newcomers | > Collective, formal |
| **Total** | **1** | |
| **Possible total** | **4** | |
| Guide | > Experienced faculty as mentors | **> Individual, formal, serial** |
| | > Career planning workshops | > Collective, formal |
| | > Regular workshops for newcomers related to knowledge, skills development, and peer-networking | > Collective, formal |
| **Total** | **3** | |
| **Possible total** | **7** | |
| | | |
| **Total** | **13** | |
| **Possible total** | **28** | |
| OUTCOME(S): Retention (distal) | | |

# Study 2: Developing a new faculty orientation and mentoring program: A strategic approach

## Study 3: Supporting new scholars: A learner-centered approach to new faculty orientation

1. The context in which the onboarding program is situated

Cullen and Harris (2008) report on a centrally administered multidisciplinary induction program at a comprehensive state university in the Midwestern United States. They contextualize their initiative with reference to, among others, the work of Rice et al (2000), as discussed at length in chapter two of the present study. Namely, Cullen and Harris (2008) develop their initiative in recognition of early-career academics' dissatisfaction with their working environments. However, the authors do not draw on any particular institutional data-set as further justification for their intervention. Further, though not mentioned by the authors, it appears that the program is recommended but not compulsory, since all 33 incoming faculty attended the initial orientation week, but less than half (15) continued with the full program.

The individuals responsible for running the program

The two authors of the study run the program, from their positions within the HEI's Faculty Center.

The overarching aim(s) of the program

The program aims to facilitate the transition of new hires into their academic positions by "creating a workplace more consistent with a learning organization" (Cullen & Harris, 2008, p.20). According to the authors, such an organization is characterized by a sense of community which fosters collaboration among members.

The specific goals of the program

The specifc goal of the program is to create an environment of trust, safety, and community among newcomers which facilitates collaboration.

The length of the program

The program is a year long.

The structure and content of the program

**Structurally**, the program consists of three elements. Firstly, a week-long orientation period before classes begin. Secondly, a 'number' of social, family-oriented off-campus events are hosted for new and existing faculty, as well as faculty administrators. The exact amount is not clarified, though they are scheduled within the orientation week. Finally, the Faculty Center runs weekly meetings throughout the rest of the year.

The **content** of each element is described, but this description is limited. Regarding the *week-long initial orientation program*, no specific sessions are outlined, though a strong emphasis is placed on the role of the vice president for academic affairs, faculty deans, and department heads in speaking at and attending the sessions,as well as department chairs meeting individually with the newcomers. The Faculty Center asked department heads to conduct independent goal-setting discussions with their new faculty members. The emphasis of goal-setting sessions is mutual negotiation, though evidence of this practice is not discussed in the paper. The *off-campus social events* are not enumerated, though their purpose is stated as "to promote both a sense of ease and friendship among the group and to flatten [...] the perceived hierarchy [...] between tenured faculty, administration, and the new faculty" (p.23). In the *weekly meetings* throughout the first year, the Faculty Center guided newcomers in professional development related to teaching, research, and service. The group "studied together, planned their courses together, and discussed scholarship and opportunities for service" (p.23).

The program evaluation and methodology

The authors mention that post-program surveys are administered after the orientation week, though neither the content nor outcomes of these are provided. The creation of community among newcomers is measured two years after the year-long program through interviewing 12 of the 15 participants (three of the original group left the HEI after the first year, though reasons for this are not explored). In the interviews, respondents are asked whether they collaborate professionally with their fellow new hires within and outside their college. It is reported at 84% of the group collaborate amongst each other within their colleges, while 66% collaborate amongst each other across the college divide. The authors consider these results to indicate success, though comparative data for non-participating faculty is not presented. Further, the authors note that all 12 respondents used the services of the Faculty Center in their first year of employment, independent of the weekly meetings. This is taken to indicate that the Faculty Center provided a helpful and welcoming community for the newcomers.

The theories of learning and/or socialization grounding the program

The authors ground the program in the work by Senge (1990) on learning organizations, which posits that an atmosphere of openness, honesty, and collaboration encourages learning.

The demographic characteristics and number of new faculty

While 33 new faculty participated in the first two components of the program, only 15 participated in the weekly meetings, 3 left after the first year, and 12 were interviewed for data collection purposes. Demographic characteristics are provided for the original group of incoming faculty, but not for the smaller group who participated in weekly meetings or for those who were interviewed. Of the original group, 20 were male and 13 were female. All where white except for two international faculty (Indian & Japanese), though the intersection of gender and race is not presented.

The contractual status of participants (new faculty)

Tenure-track

| Cullen and Harris (2008) | | |
|---|---|---|
| | **Onboarding practices** | **Socialization tactics** |
| Inform-communicate | > Initial meeting with senior leadership | > Collective, formal |
| | > Initial meeting with manager at department-level | **> Collective AND individual, formal** |
| | > Initial meeting with mid-level leadership | > Collective, formal |
| **Total** | **3** | |
| **Possible total** | **7** | |
| Inform-resources | ***content of orientation program not elaborated - may contain resources elements** | |
| | > Central office positioned as source of information & support | **> Collective AND individual, formal AND informal** |
| **Total** | **1** | |
| **Possible total** | **6** | |
| Inform-train | ***content of orientation program not elaborated - may contain training elements** | |
| | >Offer a group newcomer orientation program | > Collective, formal |
| **Total** | **1** | |
| **Possible total** | **4** | |
| Welcome | > Off-campus social events for families for all staff connected to incoming cohort | > Collective, informal |
| **Total** | **1** | |
| **Possible total** | **4** | |
| Guide | > Career planning meeting with manager | Individual, formal |
| | > Regular workshops for newcomers related to knowledge, skills development, and peer-networking | > Collective, formal |
| **Total** | **2** | |
| **Possible total** | **7** | |
| | | |
| **Total** | **8** | |
| **Possible total** | **28** | |
| OUTCOME(S): Newcomer proactivity (relations & info) (proximal) | | |

## STUDY 4: MENTORING SUCCESSFUL TEACHER-SCHOLARS

1. The context in which the onboarding program is situated

Schechner and Poslusny (2010) report on a college/faculty-based program at a small private university in the Northeastern United states. They situate their program within a larger higher education discourse on the poor preparation that graduate school provides for faculty roles. This relates directly to the recommendations outlined in chapter two of the present study, from research by Eddy and Gaston-Gayles (2008) and Murray (2008). Schechner and Poslusny develop a program to prepare newly hired staff in their HEI's College of Arts and Sciences, as a response to PhD graduates not being fully prepared for the roles and responsibilities of faculty life. Whether the program is mandatory is not mentioned, though the small size of the incoming cohort (no more than 9 over three years) indicates that all new hires participate by default.

The individuals responsible for running the program

The authors of the study; the Dean and Assistant Dean of the College of Arts and Sciences.

The overarching aim(s) of the program

The program aims to "facilitate the transition of new faculty entering the College of Arts and Sciences within the larger institutional context" (p.31). The authors further specify that their main concern is to make new faculty feel welcomed as they enter the college community.

The specific goals of the program

The goal of the program is "to make the learning process for new faculty more collegial and the dissemination of information more consistent and timely" (p.35). This goal is achieved through five specific objectives. Firstly, to provide newcomers with knowledge of the institution's and college's policies, procedures, and opportunities. Secondly, to mentor faculty with regards to the functions of teaching, research and service while assisting them in creating work-life balance. Thirdly, to create a cross-disciplinary collegial community. Fourth, to provide an introduction to the HEI's culture. Finally, to recruit and retain new faculty. It should, however, be noted that the term 'mentoring' is used in a confusing manner in this study. That is, while the early-career support program at the College does contain a formal mentoring component, the new faculty onboarding program does not provide formal mentorship. It appears that in the context of the onboarding program, 'mentorship' is used to refer to the informal role-modelling from the Dean and Assistant Dean provide to new faculty who participate in the orientation.

The length of the program

The new faculty orientation program is 3 years long.

The structure and content of the program

**Structurally**, the program consists of two elements, spread over three years. They are (1) three workshop-style meetings every semester, and (2) four lunches. The formal meetings are held three times per semester (18 in total), though their exact length is not specified.

The **content** of each element is quite specified. The first *formal meeting* is a general orientation meeting, while the second consists in a campus walking tour, and thereafter the remaining 16 meetings consist in workshops related to content as guided by the program objectives. This content is presented in table 22 below. For first year faculty, there are two *lunches*; one organized by new faculty in their second year at the college, and the other by the cohort in their third year. These lunches are framed as an opportunity for the previous cohorts to share the lessons they learned during their first two years of employment at the HEI. In the second year, the cohort organizes a lunch for the incoming faculty, and the program coordinators organize a lunch between the second-year cohort and the winner of the College's Award for Excellence in Teaching for that year. This is framed as an opportunity for 2nd year faulty to "receive advice from a master teacher" (p.32). In the third year, the cohort organizes a lunch for the incoming faculty. In total, new faculty experience four lunches; two as guests, and two as organizers.

**Table 22 Study no. 4 Schechner and Poslusny (2010) – Content and structure of the onboarding program**

| | Objectives | 1st year | 2nd year | 3rd year |
|---|---|---|---|---|
| **1** | Providing timely and consistent knowledge of policies, procedures, and opportunities | *>General Orientation (1)*<br>*>Insider Tour of Campus (2)*<br>>On-campus Funding (3)<br>>Proposing New Courses (4)<br>>Going Paperless: Electronic Resources (5) | >Student Advising (8)<br>>Red Flag Behaviors in Students (9) | >International Opportunities for Faculty (14) |
| **2** | Mentoring New Faculty to Achieve Balance Among/and Develop Skills for Teaching, Research, and Service | >Balancing Teaching, Research and Service (6)<br>>On-campus Funding<br>>Going Paperless: Electronic Resources<br>>Course Design (7) | >Participating in University Governance (10)<br>>Developing a Research Agenda (11)<br>>Off-campus Funding (12)<br>>Demystifying University Governance and Administration (13) | >General Education and Assessment (15)<br>>Planning Toward Tenure (16)<br>>Active Learning and Student Engagement (17) |
| **3** | Creating a Collegial Community | >1st year Lunch with 2nd year Faculty<br>>1st year Lunch with 3rd year Faculty | >1st year Lunch with 2nd year Faculty<br>>2nd year Lunch with Teaching Excellence Award Winner | >1st year Lunch with 3rd year Faculty |
| **4** | Providing an Introduction to the Culture of the Institution | >General Orientation | >Participating in University Governance<br>>Demystifying University Governance and Administration | >Strategic Planning (18) |

*Key: Numbers in brackets indicate the order of the meetings as inferred from Schechner and Poslusny's data (2010, p.33)*

The program content is centered around four of the five program objectives, while the objective of 'recruitment and retention' is framed as an overall outcome of achieving the other four objectives.

The program evaluation and methodology

The program administrators solicit, receive, and accommodate anonymous feedback, and this feedback has been positive. An example of the post-program survey is provided, which covers five questions related to most/least helpful aspects, change recommendations, overal program value, and additional comments, questions, or suggestions. Not all responses to the survey are mentioned, beyond the assertion that "the overall value of the workshops was rated as very good or excellent 83.7% of the time" (p.36). However, the authors consider the continued interest in the provision of more workshops from new faculty and from mid-career faculty who have heard of the program to be "the strongest piece of evidence" of the program's success (p.36).

One specific evaluative measure is mentioned, namely the retention of eight out of the nine new faculty who have participated over the 3-year period. However, comparative data is not presented, regarding previous years or the general new faculty retention rate across the HEI. Further, the authors report that the college recruitment committees view the new faculty program as aiding recruitment, presenting anecdotal evidence regarding how interviewed candidates express either prior knowledge of or interest in the Faculty of Arts and Sciences' new faculty support program. Finally, the authors also state that the program helped their college to recruit its first African American tenure-track faculty member. However, further details regarding the specific factors involved in this achievement are not provided.

The theories of learning and/or socialization grounding the program
No theories are presented.

The demographic characteristics and number of new faculty
No demographic characteristics are presented, though the total number of new faculty over the 3-year period is provided, namely nine. The authors also claim that the program has resulted in the college being able to recruit its first African American tenure-track faculty, though no further rationale for drawing this causal relationship is presented.

The contractual status of participants (new faculty)
Tenure-track

| **Schechner and Poslusny (2010)** | | |
|---|---|---|
| | **Onboarding practices** | **Socialization tactics** |
| Inform-communicate | ***content of orientation program not elaborated - may contain more communication elements** | |
| | > Initial meeting with mid-level leadership | > Collective, formal |
| **Total** | **1** | |
| **Possible total** | **7** | |
| inform-resources | ***content of orientation program not elaborated - may contain resources elements** | |
| | > Show newcomers how to use the HEI‘s webservices | > Collective, formal, investiture |
| **Total** | **1** | |
| **Possible total** | **6** | |
| Inform-train | ***content of orientation program not elaborated - may contain more training elements** | |
| | >Offer a group newcomer orientation program | > Collective, formal |
| | > Tour the facilities | > Collective, formal |
| | > Skilled senior academic invited to speak with newcomers | > Collective, formal, serial |
| **Total** | **3** | |
| **Possible total** | **4** | |
| Welcome | ***content of orientation program not elaborated - may contain more welcoming elements** | |
| | > Formal lunches between newcomers and previous newcomers | > Collective, formal, serial |
| **Total** | **1** | |
| **Possible total** | **4** | |
| Guide | > Experienced faculty as mentors | **> Individual, <u>informal</u>, serial** |
| | > Peer mentoring | **> Individual, <u>informal</u>, <u>serial</u>** |
| | > Career planning workshops | > Collective, formal |
| | > Regular workshops for newcomers related to knowledge, skills development, and peer-networking | > Collective, formal |
| | > Specific individuals positioned as coordinators available to help | > Individual, formal |
| **Total** | **5** | |
| **Possible total** | **7** | |
| | | |
| **Total** | **11** | |
| **Possible total** | **28** | |
| OUTCOME(S): Retention (distal) *recruitment (distal) | | |

### STUDY 5: AN INVESTMENT IN NEW TENURE-TRACK FACULTY: A TWO-YEAR DEVELOPMENT PROGRAM

1. The context in which the onboarding program is situated

Thomas and Goswami (2013) report on a compulsory campus-wide “New Faculty Investment Program” at a large public research university in the Southern United States. They contextualize the need for their program with reference to literature documenting the lack of collegiality and accompanying sense of isolation and dissapointment experienced by early-career academics. Attendance was compulsory.

The individuals responsible for running the program

The HEI’s Center for Teaching Effectiveness, to which the authors are affiliated.

The overarching aim(s) of the program

The aims of the program are “to help new hires become productive members of the university community and make steady progress towards tenure” (p.51).

The specific goals of the program

The specific goals are to develop newcomers’ grant writing and teaching skills.

The length of the program

The program runs for 2 years.

The structure and content of the program

Thomas and Goswami (2013) report on both a one-year pilot phase of the program and the modified version subsequent to feedback on the pilot. **Structurally**, the final program consists of four major components spanning four semesters; (1) weekly and later bi-weekly workshops, (2) networking lunches accompanying workshops and monthly lunches in the third semester with mentors, (3) a mentorship relationship with a senior (4) a final capstone project. To participate in the two year program, new faculty are forgiven one course’s teaching hours every semester.

In terms of **content**, weekly *2-hour workshops* in the first semester cover three themes, namely instructional development, scholarship, and the HEI community. During these sessions they are also introduced to the HEI’s webservices. In the second semester the bi-weekly workshops cover the same themes. In both semesters, the workshop sessions include a *networking lunch* where participants actively discuss the theme of the workshop. Also in the second semester, department chairs assign *individual mentors* to new faculty who provide guidance related to the three themes of the workshops. In the third semester faculty select either a teaching or research ‘track’ and based on this track they select a new mentor or continue with their original one. Since in the third semester protégés meet once a month with their mentors at *a lunch session* coordinated by the Center for Teaching Effectiveness, it may be the case that the preceding/second semester is organized in the same way, though the study does not specify this. In the final semester participants submit a capstone project related to their chosen ‘track‘ – either a grant proposal or an abstract for the HEI’s teaching and learning conference.

The program evaluation and methodology

The program pilot is evaluated with an anonymous survey at the end of the first semester (15 out of the 16 newcomers responded). The authors outline the nine survey questions, which involve an agree/disagree response:

1. I have taken at least 3 important ideas/concepts from my participation in this program 62% agree
2. I have made changes in my teaching to put these ideas into practice - 64% agree
3. I am able to identify the special needs of our students when designing classroom activities and assessment techniques - 69% agree
4. I am able to locate distance learning resources - 77% agree
5. I am able to identify resources to help our students succeed - 79% agree
6. I am able to develop a proposal - 85% agree
7. I am able to submit a proposal - 85% agree
8. I am able to find funding sources 92% agree
9. I know how to contact the appropriate distance learning personnel for assistance - 92% agree

In sum, the respondents felt oriented with regards to available resources, but felt more prepared for the research component of their role than the teaching component. The authors report on using this feedback to enhance their focus on teaching effectiveness (from this, a component of peer-to-peer teaching observations was introduced). Indicators are reported regarding the program's specific goals of developing grant writing and teaching skills. Namely, 10 participants submitted abstracts to the HEI's teaching and learning conference, 9 participants submitted proposals for internal funding and 3 for external funding. While it is clear that some participants must have performed multiple of these tasks, the overlaps are not detailed. Only one indicator is used to evaluate the program beyond the pilot years, namely retention. In this regard, 81% of the pilot participants were retained up until the publication of the study, while 100% of the 2$^{nd}$ and 3$^{rd}$ year participants were retained. The authors also report on the program's impact on recruitment with anecdotal evidence from department chairs. In this regard, it is stated that the appeal of the program lies in the teaching-load reduction offered to new hires, which makes working at the HEI attractive for young academics looking to establish a research profile.

<u>The theories of learning and/or socialization grounding the program</u>
No theories are presented.

<u>The demographic characteristics and number of new faculty</u>
The demographic characteristics of newcomers are presented; of the 16 new hires 9 are male and 7 are females, 11 are white, 4 are Hispanic, and 1 is African American. Further, the study reported that 10 of the newcomers had plenty of university experience, 2 had some university experience, and 2 were newly degreed. While this is the only study under review that reports on the previous working experience of incoming faculty, unfortunately the interrelationships amongst gender, ethnicity, and previous experience are not presented.

<u>The contractual status of participants (new faculty)</u>
Tenure-track

### Study 5: An investment in new tenure-track faculty: A two-year development program

| **Thomas and Goswami (2013)** | | |
|---|---|---|
| | **Onboarding practices** | **Socialization tactics** |
| Inform-communicate | ***HEI may offer a general orientation where the 'inform' categories are addressed, though it is not reported in the study*** | |
| **Total** | **0** | |
| **Possible total** | **7** | |
| inform-resources | ***HEI may offer a general orientation where the 'inform' categories are addressed, though it is not reported in the study*** | |
| | > Show newcomers how to use the HEI's webservices | > Collective, formal |
| | > Central office positioned as source of information & support | > Collective, formal |
| **Total** | **2** | |
| **Possible total** | **6** | |
| Inform-train | ***HEI may offer a general orientation where the 'inform' categories are addressed, though it is not reported in the study*** | |
| **Total** | **0** | |
| **Possible total** | **4** | |
| Welcome | ***HEI may offer a general orientation where welcome category more fully addressed, though it is not reported in the study*** | |
| | > Regular lunches between newcomers in the first year | > Collective, formal |
| **Total** | **1** | |
| **Possible total** | **4** | |
| Guide | > Experienced faculty as mentors | **> Individual, formal, serial** |
| | > Regular workshops for newcomers related to knowledge, skills development, and peer-networking | > Collective, formal |
| **Total** | **2** | |
| **Possible total** | **7** | |
| | | |
| **Total** | **5** | |
| **Possible total** | **28** | |
| OUTCOME(S): Knowledge of tasks (learning), task mastery (proximal), retention (distal) *recruitment (distal) | | |

## STUDY 6: SESSIONAL ACADEMIC SUCCESS: A DISTRIBUTED FRAMEWORK FOR ACADEMIC SUPPORT AND DEVELOPMENT

1. The context in which the onboarding program is situated

The study by Hamilton et al. (2013) reports on an institution-wide orientation and professional development program for sessional teachers at a large public research university on the Eastern coast of Australia. The authors contextualize the program in relation to the prevalence of sessional teaching positions, which they estimate as comprising approximately half of the teaching force in AU HEIs. While gains made with regards to national policy recognition for this category of staff are cited as an impetus for the program, the authors note persistent challenges related to sessional academic support. Namely, that such programs tend to be centralized, generic, and brief “while the Faculty contexts and cultures that Sessional Academics work within are diverse, and the need for support unfolds in ad-hoc and often unpredictable ways” (p.1). The authors position their program in response to these challenges. Finally, the program is mostly compulsory, though one voluntary component is described.

The individuals responsible for running the program

The program is run by the Faculty Development Center (to which the authors are affiliated), and coordinated with individual department chairs.

The overarching aim(s) of the program

The program aim is for new and experienced sessional academics (SAs) to be more integrated into their departments, and to be supported to develop professionally.

The specific goals of the program

The goals of the program are to provide SAs with engaging professional development opportunities, timely access to support, and a welcoming and supportive environment.

The length of the program

The program is a year long.

The structure and content of the program

Hamilton et al. (2013) report on the HEI’s existing centrally offered new SA support program and the initiation of an extension of this program at the department level. Beyond the general support already in place (related to HR orientations and webservices), **structurally,** the existing SA program has three main components. Firstly, new SAs undergo five 3-hour workshop sessions related to different aspects of their role (it may be inferred that these occur in the first few weeks of hire). Secondly, they are provided with different online and hardcopy resources, also related to their role (though further details regarding the content are not outlined in the study). Third, new SAs are offered a voluntary two-day career development program. Then, in the expansion of the program, a fourth component is introduced, namely new SAs are connected with an experienced SA within their department who acts as a dedicated coordinator working between department chairs and the Faculty Development Center to orient and support new SAs on an as-needed basis. SA coordinators develop localized support solutions, from the provision of information, to training and development workshops. Since these solutions are not centrally mandated or administered, no further information regarding their timing, content or structure is outlined in the study.

In terms of **content**, only the 3-hour workshops and voluntary career program are specified. The *workshops* begin with (1) an introduction to teaching and learning, focused on how to prepare for teaching, what the value of the teaching role is, classroom engagement and management, student expectations, and the role of subject coordinators. Thereafter session (2) explores ‘strategies for student success‘, presenting information on institutional support for students, and further evidence-based classroom strategies related to student success. Then the topic for session (3) is ‘assessment for learning‘, covering “the role of assessment in curriculum, matters of academic integrity and approaches to formative and summative feedback“ (p.3). Thereafter session (4) explores ‘strategies for academic success‘, which emphasizes the role of engagement with, reflection on, and participation in supportive communities of practice as key success factors for faculty. Finally, the topic of session (5) is ‘developing teaching practice in large units‘, providing team-based opportunities to design curricula collaboratively in the context of large undergraduate subjects. However, it is not mentioned whether these five workshops are spread over multiple subsequent days, nor is the extent of cross-disciplinarity discussed.The voluntary *two-day career development program* “offers insights into the university sector, the production of an academic portfolio, strategic advantages when applying for academic positions“ and general advice on how to prepare for academic roles (p.3).

<u>The program evaluation and methodology</u>
The authors report that the existing centrally administered programs (workshops and career-development program) are well received, “with evaluation scores averaging 4.6 out of 5 (with 5 being the highest positive score) for the program [further] [a]lmost all participants indicate satisfaction with the programs (on a satisfied/not satisfied response option)“ (p.3). Qualitative feedback commonly cites an increased sense of self-efficacy among new SAs. Regarding the use of SA departmental coordinators (the extension of the program), the study concludes by alluding to “qualitative feedback gathered through surveys, emails and focus groups“ which “suggest that progress has been made in addressing [...] the sense of disconnection from faculty life; recognition of expertise and opportunities for advancement; and building leadership capacity“ (p.13). However, the scale of data collection, feedback questions, and specific participant responses are not presented.

<u>The theories of learning and/or socialization grounding the program</u>
The program is not grounded in a particular theory of socialization or learning.

<u>The demographic characteristics and number of new faculty</u>
Demographic characteristics are not mentioned, and the number of new sessional faculty served by the program is not clearly stated (84% of new SAs participated but gross amount not provided)

<u>The contractual status of participants (new faculty)</u> - <u>Sessional teaching faculty.</u>

| **Hamilton et al. (2013)** | | |
|---|---|---|
| | **Onboarding practices** | **Socialization tactics** |
| Inform-communicate | ***content of orientation program not elaborated - may contain other communication elements** | |
| | > HEI human resources policies communicated | > Collective, formal |
| **Total** | **1** | |
| **Possible total** | **7** | |
| Inform-resources | ***content of orientation program not elaborated - may contain resources elements** | |
| | > Show newcomers how to use the HEI's webservices | > Collective, formal |
| | > Newcomers provided with 'online and hardcopy resources' related to their role | > Collective, formal |
| **Total** | **2** | |
| **Possible total** | **6** | |
| Inform-train | ***content of orientation program not elaborated - may contain other training elements** | |
| | >Offer a group newcomer orientation program | > Collective, formal |
| | > Training in the early orientation period, related to teaching & learning and administrative matters | > Collective, formal |
| **Total** | **2** | |
| **Possible total** | **4** | |
| Welcome | ***content of orientation program not elaborated - may contain other welcoming elements** | |
| **Total** | **0** | |
| **Possible total** | **4** | |
| Guide | > Experienced faculty as mentors | **> Individual, informal, serial** |
| | > Career planning workshops | > Collective, formal |
| | > Specific individuals positioned as coordinators available to help | > Individual, formal |
| **Total** | **3** | |
| **Possible total** | **7** | |
| | | |
| **Total** | **8** | |
| **Possible total** | **28** | |
| OUTCOME(S): Self-efficacy (proximal), social integration (proximal) | | |

## STUDY 7: UNDERGRADUATE STUDENTS AS PARTNERS IN NEW FACULTY ORIENTATION AND ACADEMIC DEVELOPMENT

1. The context in which the onboarding program is situated

Cook-Sather (2016) reports on a centrally administered campus-wide orientation program offered at two private liberal arts colleges working in concert in the mid-Atlantic United States. She situates the program in relation to literature documenting the growing complexity of academic roles, though she mentions increased pressures to foster greater student engagement without reference to particular research. The program addresses the issues of preparing faculty for complex roles and for fostering student engagement through a student partnership approach to new faculty orientation. Some aspects of the program are compulsory for new faculty at one of the HEIs, but not for the other.

The individuals responsible for running the program

The Teaching and Learning Institute of one of the HEIs (of which the author is the director) is responsible for the program, connected to a project called 'Students as Learners and Teachers' (SaLT).

The overarching aim(s) of the program

The program aims to support the identity development of new staff.

The specific goals of the program

The goals of the program are to provide ongoing support to new staff and to facilitate engagement between colleagues and with students (outside the traditional student-teacher relationship).

The length of the program

The program runs formally for one semester, with the option to extend.

The structure and content of the program

**Structurally,** the program consists of four broad components, namely (1) three pre-semester syllabus planning sessions with students, (2) a 1-hour collective orientation before term begins, (3) weekly 90min workshops on issues of teaching and learning in the first semester, (4) also in the first semester new faculty are paired with a student advisor outside their field, and this partnership may be extended beyond the first semester if the pair elects to do so.

In terms of **content**, the three *pre-term syllabus development sessions* between students and incoming faculty are not elaborated, that is, detail on the exact format, coordination, and planning for these sessions are not provided. However, it is stipulated that these sessions are compulsory for both tenure-track and contingent faculty. Then, the *1-hour collective new faculty orientation* before term begins takes the form of a facilitated panel discussion between SaLT students and new faculty. This is also offered to both tenure-track and contingent faculty. Third, in exchange for a reduced teaching load during their first year, the Teaching and Learning Institute offers a *New Faculty Pedagogy Seminar* to new tenure-track faculty at one of the HEIs, while it is required at the other. For a semester there are weekly 90min workshops related to issues of teaching and learning, linked to which is a "semester-long, *one-on-one partnership* between each faculty participant and an undergraduate student" (p.155). The students visit the lecturer's class every week to observe and provide feedback. The SaLT program provides training and guidance to both parties to develop their relationship. After the first semester, the *opportunity to continue* with the student partnership is offered but not required.

The program evaluation and methodology

The study does not present an evaluation of the program beyond providing anecdotal examples of the positive and productive student partnerships that can emerge, and noting that sometimes the partnerships do not develop successfully. In this regard, it appears that channels for program feedback exist, though they are not presented in the article. For example, extracts such as the following indicate the use of some forms of post-program evaluation:

> *Faculty reflections on the sessions typically include the following kinds of comments: 'Listening to the students was VERY informative – I understand the culture of the school better'; 'I found their comments quite helpful and actually comforting, since I recognized some of my own teaching strategies in their descriptions of what they look for in a teacher' [...] Incoming faculty who have participated in New Faculty Orientation suggest that having the chance to talk with students in this forum reduces their anxiety and uncertainty and increases their excitement and anticipation (p.154-155)*

However, beyond anecdotes drawn from participants‘ comments, no particular evidence-gathering procedure is outlined, nor are the precise impacts of the program presented. In the same vein, the study notes how many participants express great appreciation for the program, particularly with regards to the opportunities it offers for self-reflection and development. The author asserts that "[t]hough exploring issues of teaching and learning over time with students, new faculty articulate their values and approaches, embrace learning as a way of being, and develop into the kind of teachers they hope to be, consistent with their personal and disciplinary commitments" (Cook-Sather 2016, p.159). While not explicitly stated, these developments may be inductively framed with reference to the concept of 'self-efficacy', which "refers to an individual's belief in [their] capacity to execute behaviors necessary to produce specific performance attainments [and] reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment" (Carey & Forsyth, 2019).

The theories of learning and/or socialization grounding the program

The program is not grounded in a particular theory of socialization or learning.

The demographic characteristics and number of new faculty

Neither demographic characteristics nor the number of incoming faculty is presented.

The contractual status of participants (new faculty)

Both tenure-track and contingent faculty are served by the program, though the contingent faculty to a lesser extent. Further, the ratio of contingent to tenure track faculty is not presented.

## Study 7: Undergraduate students as partners in new faculty orientation and academic development

| Cook-Sather (2016) | | |
|---|---|---|
| | **Onboarding practices** | **Socialization tactics** |
| Inform – communicate | ***HEI may offer a general orientation where the 'inform' categories are addressed, though it is not reported in the study*** | |
| | > Pre-semester syllabus planning | > Individual, formal |
| | > Panel discussion between students and newcomers | > Collective, formal |
| **Total** | **2** | |
| **Possible total** | **7** | |
| Inform – resources | ***HEI may offer a general orientation where the 'inform' categories are addressed, though it is not reported in the study*** | |
| | > Central office positioned as source of information & support | **> Collective AND individual, formal/informal** *While it is clear that the central office provides both collective and individual, as well as formal support, the extent of informality is unclear |
| **Total** | **1** | |
| **Possible total** | **6** | |
| Inform – train | ***HEI may offer a general orientation where the 'inform' categories are addressed, though it is not reported in the study*** | |
| **Total** | **0** | |
| **Possible total** | **4** | |
| Welcome | ***HEI may offer a general orientation where welcome category is addressed, though it is not reported in the study*** | |
| **Total** | **0** | |
| **Possible total** | **4** | |
| Guide | > Use of student-faculty partnerships | > Individual, formal |
| | > Regular workshops for newcomers related to knowledge, skills development, and peer-networking | > Collective, formal |
| **Total** | **2** | |
| **Possible total** | **7** | |
| | | |
| **Total** | **5** | |
| **Possible total** | **28** | |
| OUTCOME(S): self-efficacy (proximal) | | |

## STUDY 8: SURVIVING THE FIRST YEAR: NEW ACADEMICS FLOURISHING IN A MULTIDISCIPLINARY COMMUNITY OF PRACTICE WITH PEER MENTORING

1. The context in which the onboarding program is situated

Kensington-Miller (2018) reports on a centrally administered new faculty development program called 'Catalyst' at the largest public university in New Zealand. She contextualizes the Catalyst program in relation to literature documenting the poor support offered to new faculty in NZ and around the world, while noting the typical limitations of centralized induction programes. Namely, that they are too brief and lead to information-overload. She positions the reported program as a response to these issues, which offers a voluntary semester-long support program to newcomers upon completion of a three-day compulsory new faculty orientation.

The individuals responsible for running the program

The Academic Development Center of the HEI, to which the author is affiliated.

The overarching aim(s) of the program

The program aims to support new faculty outside of their departmental contexts.

The specific goals of the program

The goals of the program are to offer continuity and support to new faculty in their first semester, to help them to establish peer networks, and to promote informal learning.

The length of the program

The program is one semester long.

The structure and content of the program

Existing outside the 3-day orientation, **structurally**, the semester-long Catalyst program consists in two components, (1) six bi-weekly meetings (2) five peer-mentoring meetings. Upon their completion of the compulsory orientation, all new faculty are invited to join Catalyst.

In terms of **content,** only the Catalyst program is described. The bi-weekly component is described as a 'community of practice' (CoP), where individuals come together at the Academic Development Center to attend *2-hour meetings on relevant topics*. Meeting (1) 'balancing academic roles', focuses on what the roles of teaching, research, and service entail, how to allocate time to each, and developing goals and plans for each role in their first semester. Meeting (2) 'academic performance reviews and continuation', focuses on how to prepare for tenure review, expectation standards, how to gather evidence of performance and develop portfolios, how to write strong applications. Meeting (3) 'promotion', focuses on the HEIs promotion documents, the stipulated levels, and how and when to plan to progress. Meeting (4) 'habits of highly effective academics', focuses on research productivity, grant writing, managing research teams, conference attendance, and the role of networking. A senior professor meets with the group to discuss their personal productivity strategies. Meeting (5) 'teaching in the lecture theatre', focuses on teaching and assessment strategies for small and large groups, at post- and undergraduate levels. Participants practice small presentations and receive peer feedback. The final meeting (6) 'where to from here' focuses on creating 5-year career plans. Between the CoP sessions, participants are paired up into *mutual-mentoring* *groups* (2-4 people) to meet in a casual setting for working on tasks related to the CoP topics, though the exact activities are not presented in the article.

The program evaluation and methodology

Program evaluation involved both individual semi-structured interviews and a focus group, conducted by an independent researcher. Data from these sources, as well as journal notes from the author (the CoP facilitator), inform the evaluation. Participants expressed benefits of increased understanding of their role, the valuable networking offered, a sense of belonging, support and enjoyment, gaining more institional knowledge and a wider view of the HEI through engaging with new faculty from different disciplines.

The theories of learning and/or socialization grounding the program

The author grounds the program in the research on communities of practice (CoPs) by Wenger (1998). CoPs are "groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis" (Kensington-Miller, 2018, p.4). While not elucidated by Kensington-Miller, CoPs are grounded in the theory of situated learning. In its most basic iteration, this theory states that learning is embedded within particular activities, which occur within particular contexts, and that such contexts may be shaped to either facilitate or thwart learning (Wenger, 1998). The creation of a CoP is seen as a tool to facilitate learning between individuals. Kensington-Miller (2018) adds a further element to the intervention in the form of peer mentoring. She finds that this offers opportunities for "open, non-hierarchical dialogue where partners [can] support, encourage and motivate each other" (p.4). Again, the theoretical underpinnings of this intervention are not elucidated, though peer mentoring also draws on the theory of situated learning (cf. Standal & Jespersen, 2008).

The demographic characteristics and number of new faculty

While 25 new hires participated in the compulsory 3-day orientation, 10 of the group elected to participate in the Catalyst program. Demographic characteristics are provided for these 10 participants, related to gender and nationality. There were 7 women and 3 men. They hailed from the UK, Germany, China, Eastern Europe, India, Canada, and NZ. Unfortunately, neither percentages nor exact figures for the distribution of nationalities are provided.

The contractual status of participants (new faculty)

Tenure-track

## STUDY 8: SURVIVING THE FIRST YEAR: NEW ACADEMICS FLOURISHING IN A MULTIDISCIPLINARY COMMUNITY OF PRACTICE WITH PEER MENTORING

| **Kensington-Miller (2018)** | | |
|---|---|---|
| | **Onboarding practices** | **Socialization tactics** |
| Inform – communicate | ***content of orientation program not elaborated - may contain other communication elements** | |
| **Total** | **0** | |
| **Possible total** | **7** | |
| Inform – resources | ***content of orientation program not elaborated - may contain resources elements** | |
| | > Central office positioned as source of information & support | > Collective, formal |
| **Total** | **1** | |
| **Possible total** | **6** | |
| Inform – train | ***content of orientation program not elaborated - may contain more training elements** | |
| | >Offer a group newcomer orientation program | > Collective, formal |
| | > Skilled senior academic invited to speak with newcomers | > Collective, formal, serial |
| **Total** | **2** | |
| **Possible total** | **4** | |
| Welcome | ***content of orientation program not elaborated - may contain more welcoming elements** | |
| **Total** | **0** | |
| **Possible total** | **4** | |
| Guide | | |
| | > Peer mentoring | **> Individual, <u>formal</u>, <u>disjunctive</u>** |
| | > Career planning workshops | > Collective, formal |
| | > Regular workshops for newcomers related to knowledge, skills development, and peer-networking | > Collective, formal |
| **Total** | **3** | |
| **Possible total** | **7** | |
| | | |
| **Total** | **6** | |
| **Possible total** | **28** | |
| OUTCOME(S): Organizational knowledge (learning), social integration (proximal) | | |